

# **Early Childhood Education Bridge Semester 1 Lesson Plans for Reading & Writing**

**(Weeks 1-16 For High Intermediate ABE  
classrooms)**

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed

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# Introduction to the Early Childhood Education Bridge Semester 1

## Reading and Writing Lessons for High Intermediate Adult Basic Education (ABE)

### Why Bridge Programs?

Adult education programs have long been the places adults come to earn their High School Equivalency or to improve their basic English, reading, writing, and numeracy skills. However, adult education programs are rarely viewed as stepping stones to a pathway that allows adults to attain the post-secondary education and credentials needed to secure employment with family-sustaining wages.

National research on adult education participation show that a student who attends 100 or more hours in an adult education program with support tend to earn their High School Equivalency at a higher rate (36% versus 16% for students with fewer hours) and after several years these students earn a premium of \$10,000 more a year in salary. (Source: <http://sites.ed.gov/octae/2015/03/27/impact-data-on-adult-ed-program-participation/#more-2580>.)

Prior to the introduction of City Colleges of Chicago Bridge and Gateway programs, less than four percent of students transitioned to the post-secondary level. Bridge students transition to college credit at a rate of 63 percent, and Gateway students earned 282 certificates and degrees between 2011 and Spring 2015.

Research from the Community College Research Center has shown that there is an added value to teaching adult learners using contextualized instruction related to students' industry sector of choice. In 2012, City Colleges of Chicago (CCC) developed the Bridge program to provide an accelerated pathway for students to meet their goals, earn their high school equivalency (HSE), improve their workforce outcomes, and/or increase their language skills. The City Colleges of Chicago Early Childhood Education Bridge Semester 1s designed for these students.

### Introduction to Daily Lesson Plans

These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges at the sixth- to eighth-grade literacy level, while exposing those students to key Early Childhood Education issues that are relevant to their lives and the Early Childhood Education field. This intensive sixteen-week course will prepare students to:

- Advance to a ninth grade or Adult Secondary Education (ASE) reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet Illinois ABE/ASE Content Standards for Reading, Writing, Language, and Listening and Speaking for the National Reporting System (NRS) Level 4. All skills for this level are correlated with GED skills.
- Progress to the Early Childhood Education Bridge Semester 2, which prepares students who have reached the secondary level for the HSE/GED, college studies, and the college entrance test.
- Fully articulate a personalized training and employment plan in the Early Childhood Education field.

These High Intermediate ABE lesson plans were created through a collaborative project between City Colleges of Chicago and Women Employed.

### Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridges as programs that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what

they need to enter and succeed in post-secondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** that includes career exploration, career planning, and understanding the world of work.
- **Transition services** that provide students with information and assistance to successfully navigate the process of moving to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services.

### Bridge Program Student Qualifications

The Early Childhood Education Bridge Semester 1 is designed for:

- High Intermediate Adult Basic Education (ABE) students who score at the 6.0 to 8.9 level on the TABE test in reading and 5.0 to 8.9 in math.
- English as a Second Language (ESL) students in high intermediate ESL or above who score 6.0 to 8.9 on the TABE test.
- Highly motivated students who are interested in entering or advancing in a Early Childhood Education career and are able to devote at least 20 hours per week plus homework time for the duration of the program.

Upon enrollment, City Colleges transition specialists or other trained staff members should have already talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include the need to pass background checks for early childhood education programs and discharge current debt to the college before entering this course. While these lessons include activities that focus on and reinforce the importance of punctuality, good attendance, homework completion, and team work, instructors are not expected to act as advisors. Should any of these issues arise after classes begin, students should be referred to the transition specialist or a trained staff member who can help address them.

### Expectations of Bridge Program Students

Through the recruitment and orientation process, students are made aware of and agree to meet the following expectations:

- Attend all classes. If a student must be absent, they must notify the instructor and request missed work.
- Arrive to class on time and stay until class ends.
- Respect instructor, classmates, and self.
- Complete all assigned work; ask questions when not sure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

### Early Childhood Education Bridge Semester 1 Program Benefits to Students and to City Colleges of Chicago

During this Bridge Semester1 Reading and Writing course, students will:



- Improve their basic reading and writing skills using materials related to the Early Childhood Education industry.
- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing processes to turn rough drafts into improved rewritten drafts.
- Gain experience using computers, as a number of classes will take place in a computer lab.
- Explore Early Childhood Education career options and incorporate them into a personalized career plan that outlines achievable goals to further advance their education and career.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.
- Learn and practice test-taking skills to prepare for future TABE tests, practice HSE tests, future HSE tests, and the college entrance exam.

Because these lessons are not lecture-based, students will need time to become comfortable with the learning activities and contextualized nature of these lessons.

At the conclusion of this course, students will be prepared to enter Early Childhood Education Bridge Semester 2 at the Adult Secondary Education level (literacy level 9.0 to 10.9). When followed by Early Childhood Education Bridge Semester 2, students should be able to pass the reading and writing portions of the HSE exam as well as the Social Studies, Science, and Math portions of the test, which is a prerequisite for financial aid for college level courses. Students who are not able to pass all sections for the HSE test, may be eligible to enter the Gateway program where they will receive continued support.

When followed by Early Childhood Education Bridge Semester 2 students may also be able to score high enough on the college entrance exam to enter college-level courses and earn credit towards degrees or certificates without needing additional remediation. This will keep students from using precious tuition and financial aid dollars for additional basic skills remediation classes.

Additional resources available for bridge program students include:

- Tutors, transition specialists, career services, financial aid, and college advisors.
- Free tutoring.
- Transition specialists who will meet with students to work through challenges and make future plans.
- Academic, financial aid, and/or career advisors to help students learn the steps to enroll in college occupational programs and learn about available jobs in their chosen occupation.

The following graphic illustrates the various components of the two-semester Early Childhood Education bridge model; the configuration of days and times may vary by campus.

## FALL AND SPRING BRIDGE STRUCTURE

### Bridge Semester 1- High Intermediate Adult Basic Education\*

First 8-Weeks

Second 8-Weeks

|   |  |
|---|--|
| <b>Language Arts- Lesson Set #1</b><br><b>Theme: Early Childhood Education Career Exploration</b><br><b>Computer Skills Course</b><br>Microsoft Office and Career Exploration | <b>Language Arts- Lesson Set #2</b><br><b>Theme: Child Development and Social Emotional Learning</b><br><b>Test-Taking Skills Course</b><br>Take TABE Test/ Take Practice HSE Test |
| <b>Certifications and/or Terminology</b><br>Food Sanitation for Culinary, Forklift Driving for TDL; Healthcare Terminology  |  |
| <b>Math</b><br>Decimals, Fractions, Percent/ Functions  |  |

#### Fall

- Computer Skills and Test-Taking courses
- Certifications and/or Terminology

### Bridge Semester 2- Adult Secondary Education\*\*

First 8 Weeks

Second 8 Weeks

|   |                                       |  |                                       |
|---|---------------------------------------|--|---------------------------------------|
| <b>Language Arts Bridge-Lesson Set #3</b><br><b>Theme: The Role and Importance of Play to Healthy Early Childhood Development</b> |                                       |  |                                       |
| <b>HSE Prep (4 weeks):</b><br>Reading   | <b>HSE Prep (4 weeks):</b><br>Writing | <b>HSE Prep (4 weeks):</b><br>Social Studies | <b>HSE Prep (4 weeks):</b><br>Science |
| <b>Math</b><br>Geometry and Measurement/ Algebra +  |                                       |  | <b>HSE Prep:</b><br>Math              |
| <b>College Credit Class</b>   |                                       |  |                                       |

#### Spring

- 4-week HSE preparation blocks
- College credit course offered, whenever possible

\*ABE: TABE of 6.0- 8.9 in Reading and 5.0- 8.9 in Math  
 \*\*ASE: TABE of 9.0- 12 in Reading and 8- 12.0 in Math

## Early Childhood Education Bridge Semester 1 Correlation with State and National Standards

To ensure that the Bridge Semester 1 lessons meet state and national learning standards, curriculum designers compared the Illinois ABE/ASE Content Standards<sup>1</sup> in Reading, Writing and Language, and Speaking and Listening with the NRS<sup>2</sup> descriptors for the High Intermediate ABE level (sometimes referred to as Level 4). This comparison was then condensed into a document called the “Condensed NRS Level 4 Standards,” which are contained within these lessons. These condensed standards can be used to:

- Understand the relationship between each lesson and the required standards. To do this, this curriculum document includes a listing of associated standards at the beginning of each lesson.
- Connect classroom activities and assignments to formal standards that describe the skills students are learning.
- Understand the relationship between Bridge Semester 1 skill-building standards and HSE skill requirements.

Specific HSE skills are not explicitly incorporated in the Condensed NRS Level 4 Standards because these students are not yet at the adult secondary skill level. However, this framework is directly tied to HSE skills. What students learn in the Bridge Semester 1 course lays the foundation that they will need for specific HSE learning covered in Bridge Semester 2. At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons.

### Principles for Lesson Plans

The principles that these lessons are based on include:

<sup>1</sup> The Illinois ABE/ASE Content Standards were created to ensure students receive the same level of preparation that high schools are expected to deliver, and that they are ready for the new GED test and for college-level work.

<sup>2</sup> As a state and federally-funded program, CCC’s adult education programs must use the National Reporting System in classifying instructional levels and student performance and in demonstrating student progress.

- All work must be grounded in students' experiences, decisions, and goals.
- Teachers must ask, not tell. Teachers should avoid having the answers. They should instead set up situations where students can pose questions, find their own answers, and propose ways of discovering additional information. This will help students develop the critical skills they will need to do well on the HSE exam and in college-level courses.
- Classrooms must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.
- Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom.
- Students need to work in pairs and groups to hear, see, and work with material before they present considered answers to the class.
- Students can learn to teach and learn from each other through pair and group work.
- Writing first drafts must be free of worry. Work on penmanship, spelling, and grammar need to be part of the rewriting process, not the initial drafting process.
- Grammar is best learned in the context of a writing project in which students are invested in communicating something that is important to them.

### Strategies for Structuring the Course

The strategies for structuring these High Intermediate ABE lessons include:

- Each course includes several thematic units; the first eight weeks alternates one reading week followed by one writing week as students acclimate to the student-centered style of the class and begin to build their basic skills. The second eight weeks focus on two units appropriate to the sector and integrate short and extended in-class and homework writing assignments into the units in a less structured manner.
- A variety of readings are assigned for students to analyze individually, to compare, and to use to draw information and form conclusions.
- Students use the writing workshop pattern of drafting, evaluating, editing, and rewriting for writing assignments. In order for students to become comfortable with writing and this process, work on penmanship, spelling, and grammar should not be part of the initial drafting process.
- Appropriate conventions of Standard English, word usage, vocabulary, and spelling are covered as needed to support the improvement of written drafts. The Bridge does not focus on grammar as a separate area of study.
- At this level, writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research projects are incorporated into the lesson plans. Therefore, some lessons require access to a technology lab. Icons appear at the beginning of each lesson to identify days that should be taught in the technology lab.
- Activities are designed to ensure that students are learning presentation skills that are integrated into both reading and writing activities, as well as a PowerPoint project.
- All HSE standards work is taught in the Bridge Semester 2 course.

### Lesson Plan Layout

The full sixteen-week course is organized into two eight week segments to allow for the inclusion of new students at the eight week mark. The first eight weeks will alternate between one reading week and then one writing week as students become familiar with the format and structure of the student-centered activities and build their basic skills.

| EARLY CHILDHOOD EDUCATION BRIDGE SEMESTER 1<br>LESSON PLAN LAYOUT, WEEKS 1-8  |  |
|---|--|
| READING WEEKS   | WRITING WEEKS  |
| <b>Week 1 – Early Childhood Education Bridge Goals and Skills:</b> <ul style="list-style-type: none"> <li>Establish course goals and an approach to writing.</li> <li>Create classroom standards and support strategies.</li> <li>Identify skills needed for becoming an early childhood education teacher.</li> </ul>  | <b>Week 2 – Introduce Yourself to the Early Childhood Education World</b><br><u>Write four linked paragraphs that:</u> <ul style="list-style-type: none"> <li>Explain why would you say early childhood education is so important for preschool children.</li> <li>Describe the most important characteristics and skills that you think an early childhood education teacher needs to have.</li> <li>Discuss the characteristics and skills you bring to early childhood education.</li> <li>Describe a situation that demonstrates your skills with children.</li> <li>Tell the real reader why early childhood education is a good match for you.</li> </ul>  |
| <b>Week 3 – CCC Program Pathways in Early Childhood Education:</b> <ul style="list-style-type: none"> <li>Identify CCC Career Paths for Early Childhood Education</li> <li>Identify early childhood education career path jobs.</li> <li>Research scholarships and support for early childhood education teachers.</li> <li>Present your chosen early childhood education pathway.</li> </ul> | <b>Week 4 – Presenting the Pathway You Want to Pursue</b><br><u>Write four linked paragraphs that answer the following questions:</u> <ul style="list-style-type: none"> <li>What are the early childhood education pathways at CCC?</li> <li>Which early childhood education pathway are you choosing? Why are you making this choice?</li> <li>What job are you aiming for and what level of certification or degree does that mean you have to complete? Why are you making this choice?</li> <li>How will you balance school, family, and work to meet your college goals? (How can Gateway to Opportunity help?)</li> </ul>   |
| <b>Week 5 – Who Are We When We Talk to Children</b> <ul style="list-style-type: none"> <li>Define social and emotional development and relate it to the basics of brain function.</li> <li>Understand how three brain systems interact.</li> <li>Role-play the three different brain systems.</li> <li>Use the basics of brain function to create success in college.</li> </ul>              | <b>Week 6 – Using Brain Science to Get You Through College</b><br><u>Write five linked paragraphs that answer the following questions:</u> <ul style="list-style-type: none"> <li>In your own words, summarize the basic three-part brain system that impacts behavior. Tell the real reader that you are going to demonstrate how this three-part system works in you concerning your fears of going to college.</li> <li>How does your brain stem or limbic system react to the pressures involved in going to college?</li> <li>What kinds of encouragement and advice can your prefrontal cortex offer that will make you more likely to be a success in college?</li> <li>How will your knowledge of brain science help you be more successful in college?</li> </ul> |
| <b>Week 7 – Developing A Final PowerPoint Presentation:</b> <ul style="list-style-type: none"> <li>Relate Maslow's Theory to the brain science already studied.</li> </ul>  | <b>Week 8 – Give Your PowerPoint Presentation</b><br>Create a PowerPoint that includes slides that answer the following questions: <ul style="list-style-type: none"> <li>What is your presentation about?</li> <li>What are you going to do in your presentation?</li> </ul>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Present the Final Project requirements.</li> <li>• Work during class time to complete the Final Project.</li> </ul> | <ul style="list-style-type: none"> <li>• Why is early childhood education an important field to go into?</li> <li>• What skills and experiences make you a good fit for this field?</li> <li>• What are the Career Pathways available at CCC in early childhood education?</li> <li>• Which pathway have you selected? Why?</li> <li>• What have been your attitudes toward school and college in the past?</li> <li>• How would you summarize the brain science you have learned in this course so far?</li> <li>• How could your brain stem or limbic system hold your college career back?</li> <li>• How could your prefrontal cortex help you find success?</li> <li>• Where would you place your current life situation on Maslow's Pyramid? What is your plan for moving up the stages on this pyramid?</li> <li>• What are your strategies for balancing school, family, and work that will result in your being successful in college?</li> </ul> |
|--|--|

Beginning in week 9, lessons will begin to focus on contextualized themes and reading and writing activities will become more integrated. The strategies for building contextualized themes for these lessons include:

- Science and Social Studies topics customized to healthcare.
- Primary and secondary sources used as the basis for students' own thinking and writing.
- Activities to help students improve comprehension and analysis of newspaper articles, editorials, and political cartoons.
- Strategies for reading more difficult materials including: reading for a purpose, highlighting, small group and class analysis of readings in a broader context, and vocabulary development.
- Activities to develop persuasive writing: thesis, evidence, and conclusions/recommendations.
- Analysis of both reading and writing in terms of thesis, evidence, and conclusions/recommendations.
- Activities designed to compare points of view between readings.
- Activities designed to have students articulate their own points of view, using multiple sources to support their claims.
- The Internet as a research tool to answer questions and find information that can strengthen students' own points of view.
- Activities that show students how to outline thoughts and facts in preparation for the 45-minute essay.
- The 45-minute essay as the basis for formal writing projects.
- Complex charts and graphs that inform are incorporated into writing projects.
- Activities that show students how to quote sources and use statistics in persuasive writing.
- Note-taking on class discussions, readings, and video presentations.
- Activities designed to develop into good editors and evaluators of each other's work.

Themes and activities for weeks 9 through 16 will include the child development and social emotional learning.

| EARLY CHILDHOOD EDUCATION BRIDGE SEMESTER 1<br>LESSON PLAN LAYOUT, WEEKS 9-16 |   |   |  |  |
|---|---|---|--|--|
| THEME   | PURPOSES  | READING   | WRITING  | PRESENTATION   |
| <b>Week 9:<br/>Nature vs.<br/>Nurture Debate</b>                              | <ul style="list-style-type: none"> <li>Establish course goals.</li> <li>Learn about the two sides of the nature vs. nurture debate.</li> <li>Understand the Scientific Method and why it is important.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze videos and readings on studies that are part of the nature vs. nurture debate.</li> </ul>  | <ul style="list-style-type: none"> <li>Write an in-class essay on your opinion on the nature vs. nurture debate.</li> </ul>  | <ul style="list-style-type: none"> <li>Conduct a nature vs. nurture debate.</li> </ul>                                     |
| <b>Week 10:<br/>Early Childhood Development</b>                               | <ul style="list-style-type: none"> <li>Learn about how children, aged 0-5 years old, develop a range of different skills.</li> </ul>  | <ul style="list-style-type: none"> <li>Watch videos on early child development.</li> <li>Read about the development of specific age groups.</li> </ul>  | <ul style="list-style-type: none"> <li>Write summaries on the development of specific age groups.</li> <li>Write an essay that analyzes their preparation for and experience doing a group presentation.</li> </ul>              | <ul style="list-style-type: none"> <li>Present on the development of children in the age group they researched.</li> </ul> |
| <b>Week 11:<br/>Practices that Support Healthy Development</b>                | <ul style="list-style-type: none"> <li>Investigate infants and toddlers and preschool classroom practices that encourage healthy development.</li> </ul>  | <ul style="list-style-type: none"> <li>Watch videos on the development of the brain in small children.</li> <li>Read about good practices for interacting with children at different ages.</li> </ul> | <ul style="list-style-type: none"> <li>Take notes on different infants and toddlers and preschool classroom practices from two different sources.</li> <li>Write an essay that analyzes selected classroom practices.</li> </ul> |  |
| <b>Week 12:<br/>Relating Principles to Practices</b>                          | <ul style="list-style-type: none"> <li>Conduct a full essay rewriting process including: peer review, editing, planning and rewriting.</li> </ul>   | <ul style="list-style-type: none"> <li>Read other student essays and provide ideas for improvement.</li> </ul>  | <ul style="list-style-type: none"> <li>Write comments on other student work.</li> <li>Edit and rewrite essay drafts.</li> </ul>  |  |

| THEME  | PURPOSES   | READING   | WRITING  | PRESENTATION   |
|--|--|---|--|--|
| <b>Week 13:<br/>Factors that<br/>Impact Child<br/>Development:<br/>Attachment<br/>Theory</b>       | <ul style="list-style-type: none"> <li>Learn about the impact of Harry Harlow's monkey experiments and Mary Ainsworth's Strange Situation experiments.</li> <li>Understand attachment theory and how to recognize it in children.</li> </ul> | <ul style="list-style-type: none"> <li>Read articles and watch videos about Harry Harlow and Mary Ainsworth's work on attachment theory.</li> </ul>   | <ul style="list-style-type: none"> <li>Take notes on a video series.</li> <li>Write an in-class essay on attachment theory and ideas about how to address attachment difficulties in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>Present Week 12 essays to the class.</li> </ul>   |
| <b>Week 14:<br/>Factors that<br/>Impact Child<br/>Development:<br/>The Problem of<br/>Bullying</b> | <ul style="list-style-type: none"> <li>Understand the principles and processes that create bullies and victims and how infants and toddlers and preschool practices can turn struggling children around.</li> </ul>                          | <ul style="list-style-type: none"> <li>Read about the Sandy Hook shooting.</li> <li>Watch videos about how bullies and victims are made.</li> </ul>   | <ul style="list-style-type: none"> <li>Write an in-class essay about how bullies and victims are made and how preschool teachers have a big impact on society.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Report on recommendations for halting the development of bullies and victims for different age groups.</li> </ul> |
| <b>Week15:<br/>New Influences<br/>on Your Thinking<br/>about Child<br/>Development</b>             | <ul style="list-style-type: none"> <li>Complete a PowerPoint presentation that details all the aspects of the course that have influenced your thinking on child development.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop a plan for completing the PowerPoint assignment.</li> <li>Research notes, readings, and review videos from the course that have most influenced new thinking about child development.</li> </ul> | <ul style="list-style-type: none"> <li>Complete a PowerPoint presentation based on some required and some selected questions.</li> </ul>   |  |
| <b>Week 16:<br/>Writing<br/>Workshops</b>  | <ul style="list-style-type: none"> <li>Students formally present their PowerPoint presentations and classmates provide feedback.</li> </ul>  |   |  | <ul style="list-style-type: none"> <li>Present final PowerPoint presentations.</li> </ul>  |

## Assumptions about Program Delivery

The lesson plan activity instructions contain full and detailed descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher understand the intention and flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom.

To adapt the lesson plans, we suggest that teachers use the following process for preparing for each day:

- Familiarize yourself with the materials and issues in whole units before teaching them.
- Read all assigned material; view all videos; work through all charts and graphs so that you understand all that is to be presented.
- Go through all the activities to make sure you can answer any study questions or would feel comfortable leading any of the activities presented there.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or the emphasis of each activity to best fit the needs and interest of your class.
- Bring a highlighted outline or create a separate outline that can remind you of how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials so presentation of each activity can go smoothly.

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs and interests of students in their classrooms.

These guidelines will help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the writing weeks.
- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
- Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.
- Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.

This document begins with the condensed standards for reference. Each section that follows presents the full curriculum for each week, including daily lesson plans that include activities and worksheets as well as list of the standards covered in each lesson.

City Colleges instructors and staff with questions about the design of the bridge program or customization of the lessons should contact Lauren Hooberman, Bridge Director, City Colleges of Chicago, at [lhooberman@ccc.edu](mailto:lhooberman@ccc.edu) or Stephanie Sommers, Curriculum Specialist, at [ssommers11@gmail.com](mailto:ssommers11@gmail.com).



# GUIDELINES FOR USING THE STANDARDS TEMPLATE FOR EARLY CHILDHOOD EDUCATION BRIDGE SEMESTER 1

## GUIDELINES FOR USING THE STANDARDS TEMPLATES FOR BRIDGE SEMESTER 1

The purpose of the Standards Templates for the Early Childhood Education Bridge Semester 1 is to help instructors match National Reporting System (NRS) Standards to specific kinds of activities that are featured in the bridge lesson plans. In the coming months, City Colleges will incorporate the specific *Condensed NRS Level 4* standards into the beginning of each lesson for weeks 9-16. In the meantime, this guide with the following Standards Template will help instructors make the explicit link between the lesson plan activities and the standards. This linkage can be helpful in explaining to students how classroom activities are teaching them the specific required skills that will move them toward their short and long longer-term academic goals.

The Bridge Lesson Plans are structured around repeating cycles of student-centered activities that help students:

- Comprehend and analyze a variety of reading materials on a high-interest, sector-relevant topic.
- Conduct on-line research and in-class presentations to broaden each other's knowledge of the topic.
- Complete writing assignments that require that students to utilize the information they have learned as the basis for informative written work.
- Go through a peer-review, editing, and re-writing process of their written work so that students can turn in a complete paper they have had the opportunity to think through and refine based on other students' and their teacher's input.

This cycle of classroom activities in the Bridge Lesson Plans has been established to ensure that all the NRS standards are covered in a comprehensive way that allows students to go deeply into topics that are of high interest in their chosen career field while improving their reading, research, presentation, and writing skills along the way.

The NRS Standards are broken down into 4 categories: Reading, Writing, Language, and Speaking and Listening. Standards are presented as anchor standards in each category (numbered and bolded) specific skills that describe the anchor standards indented underneath) Bridge Semester 1 is aligned with NRS Standards Level 4 for High Intermediate Adult Basic Education (ABE) and Bridge Semester 2 is aligned with NRS Standards Levels 5 & 6 for Low and High Adult Secondary Education (ASE).

The Standards Template identifies the major types of activities found repeatedly in the Lesson Plans. These activity types are then matched with the relevant NRS anchor standards and related skills. Thus, teachers can identify which type of activity they are doing in any given Lesson Plan and read in the Standards Template which standards they are covering. Note that not all lesson plan activities cover all details listed under each anchor standard. Teachers will need to understand the activity they are referencing well enough to be able to identify what subset of skills students are practicing during the specific lesson plan activity. However, with targeted identification, teachers can clearly articulate what students are learning and achieving.

In order to make using the Standards Template for Bridge Semester 1 easier, brief descriptions of each activity type listed in the Standards Template and utilized repeatedly in the lesson plans are provided below. Teachers can use this listing as an initial reference to be sure they are identifying the right NRS standards for the activity or activities they are looking up.

These brief descriptions of the different activity types are listed in the same order as in the Standards Template for Bridge Semester 1:

Under Reading in the Standards Template:

- Gather questions about a topic and make predictions: This activity happens regularly at the beginning of a lesson or when a new topic is being introduced. Prediction exercises are used to get students engaged with a topic by having them consider what they know, what they don't know, and what they predict about some aspect of the topic.
- Vocabulary in context: This type of activity usually accompanies a reading that students must do for homework. They are often asked to identify the words they don't understand and there are activities that use classroom knowledge and context clues to help define the words students have identified. Words identified in these kinds of activities result in word lists and definitions that students should keep for later quizzes that are made at the teachers' discretion.
- Analysis: The "basic" type of analysis activity covers a range of comprehension strategies including: finding the main idea, finding details, and summarizing the information found in a reading text. This kind of activity often appears at the beginning of a lesson, when students work on comprehending and analyzing at their homework reading. The "close contextual types of activities look more closely at the structure of a piece of writing, often useful for understanding how written pieces are constructed and how to delineate the author's point of view.
- Reading visual media: These standards are applied each time students watch a video or look closely at charts and graphs to get new information on the topic of study.
- Internet research: Students often follow up their preliminary readings to find information on-line to add to the class's growing knowledge.
- Individual and group presentations on readings: Students collect information from homework readings or other visual media and present their analysis to the class. This activity refers to a standard from Speaking and Listening for this extended reading activity type.

For Writing in the Standards Template:

- Drafting: Students are working to meet standards from Writing and Language to write drafts of their writing assignments. During Bridge 1, they are focusing on informational writing and working with their knowledge of language to communicate clearly.
- Evaluation: Activities where students are engaged in peer-review; they must understand what a fellow student has written, deduce their point of view, and have detailed responses to the text as they write up their Audience Comments.
- Editing and teacher grammar homework: The Writing and Language standards describe students' attempts to edit their and/ or fellow-students' work. The editing game is a primary example of use of these standards.
- Re-Writing: This activity usually occurs after students have had their written work peer-reviewed and edited and have made a plan on how to make improvements.

For Presentations in the Standards Template:

- Conducting research: These standards describe the process students must go through to find and record information in preparation for a presentation.
- Individual/ group presentations of research: The standards describe a broad range of presentation activities and types that follow the on-line research that students do.
- Evaluation of other students' presentation: activities to provide presenters with useful feedback. The kinds of feedback students can provide depend on their oral comprehension skills in different areas. The type of comprehension skills will depend on the type of presentation the students were assigned.
- Other: This Speaking and Listening standard is relevant to just about any student- centered activity, but is particularly relevant to those activities where classroom members are making decisions or coming to consensus about some issue.

# Standards Template for Early Childhood Education Bridge Semester 1

| Major Activities | Classroom Activity Types                          | Condensed NRS Level 4 Standards Alignment with Bridge Semester 1  |
|------------------|---|---|
| Reading          | Gather questions about topic and make predictions | <b>SPEAKING AND LISTENING</b><br><br><b>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</b>  |
|                  | Vocabulary in context                             | <b>READING</b><br><br><b>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.</b><br><br><b>LANGUAGE</b><br><br><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.</b> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> <li>Recognize and understand clipped and shortened words (e.g., exam-examination).</li> </ol> <b>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |
|                  | Analysis  | <b>READING – BASIC</b><br><br><b>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</b> <ol style="list-style-type: none"> <li>Summarize what has been read.</li> <li>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of</li> </ol>   |

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|                      | <p>the text distinct from personal opinions or judgments.</p> <p>c. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>d. Identify cause and effect implied in a paragraph.</p> <p>e. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.</p> <p>g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).</p> <p><b>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</b></p> <p><b>READING – CLOSE TEXTUAL</b></p> <p><b>3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</b></p> <p>a. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.</p> <p><b>5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p> |
| Reading visual media | <p><b>READING – MULTIPLE WITH MEDIA</b></p> <p><b>7. Integrate information from texts, charts, and graphs/ different media or formats to:</b></p> <p>a. Draw a conclusion</p> <p>b. Develop a coherent understanding of a topic or issue.</p> <p>c. Apply information sources to solve occupational and educational tasks.</p> <p>d. Compare and contrast different portrayals of the subject.</p> <p>e. Evaluate the advantages and disadvantages of using different mediums.</p>  |
| Internet research    | <p><b>WRITING</b></p> <p><b>7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.</b></p> <p><b>8. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</b></p>  |

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|         |  | <p>a. Appropriately link to and cite sources in published written work.</p> <p>b. Write and edit paragraph(s) using a word processing program.</p> <p>c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.</p> <p>d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).</p> <p><b>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</b></p>  |
|         | Individual and group presentations on readings | <p><b>SPEAKING AND LISTENING</b></p> <p><b>8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>  |
| Writing | Drafting                                       | <p><b>WRITING – INFORMATIONAL</b></p> <p><b>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.</b></p> <p><b>LANGUAGE</b></p> <p><b>3. Use knowledge of language and its conventions when</b></p> |

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|  |                              | <p><b>writing.</b></p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> <li>b. Maintain consistency in style and tone.</li> <li>c. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>   |
|  | Evaluation                   | <p><b>READING</b></p> <p><b>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</b></p> <p><b>3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</b></p> <ul style="list-style-type: none"> <li>a. Identify the implied main idea and supporting details from an instructional level passage.</li> <li>b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.</li> </ul> <p><b>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.</b></p> <p><b>5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p> |
|  | Editing and grammar homework | <p><b>WRITING</b></p> <p><b>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</b></p> <p><b>LANGUAGE</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Various, depending on exercises chosen.</li> </ul>  |

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|               |   | <p><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b></p> <ul style="list-style-type: none"> <li>• Various, depending on exercises chosen.</li> </ul>   |
|               | Re-writing  | <p><b>WRITING</b></p> <p><b>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</b></p>   |
| Presentations | Conducting research                               | <p><b>READING</b></p> <p><b>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</b></p> <p><b>WRITING</b></p> <p><b>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</b></p> <p><b>10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.</b></p> <p>a. Draw evidence from informational texts to support analysis reflection, and research</p> |
|               | Individual and/or group presentations of research | <p><b>SPEAKING AND LISTENING</b></p> <p><b>8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p> <p><b>9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b></p> <p><b>10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.</b></p>  |



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|  | <p><b>11. Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.</b></p>   |
| Evaluations of other students' presentations | <p><b>SPEAKING AND LISTENING</b></p> <p><b>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b></p> <p>a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</b></p> <p><b>4. Demonstrate active listening skills.</b></p> <p>a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p><b>5. Comprehend key elements of oral information for:</b></p> <ul style="list-style-type: none"> <li>a. Cause and effect</li> <li>b. Compare and contrast</li> <li>c. Conclusions</li> <li>d. Context</li> <li>e. Purpose</li> <li>f. Charts, tables, graphs</li> <li>g. Evaluation/critiques</li> <li>h. Mood</li> <li>i. Persuasive text</li> <li>j. Sequence</li> <li>k. Summaries</li> <li>l. Technical subject matter</li> </ul> <p><b>6. Identify and evaluate oral information for:</b></p> <ul style="list-style-type: none"> <li>a. Accuracy</li> <li>b. Adequacy/sufficiency</li> <li>c. Appropriateness/clarity</li> <li>d. Identify and evaluate oral information for conclusions/solutions</li> <li>e. Fact/opinion</li> <li>f. Assumptions</li> <li>g. Propaganda</li> <li>h. Relevancy</li> <li>i. Validity</li> <li>j. Relationship of idea</li> </ul> |

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| Other | All classroom activities utilizing the student-centered approach in these materials | <p><b>SPEAKING AND LISTENING</b></p> <p><b>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.</b></p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li><b>g. Acknowledge new information expressed by others and, when warranted, modify their own views.</b></li> </ul> |
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# Reading Week 1, Lesson 1

## Early Childhood Education Bridge Semester 1 High Intermediate Adult Basic Education (ABE)

### THEME: Early Childhood Education Bridge Semester 1 Goals and Skills - Reading Week

#### OBJECTIVES

- Complete an Ice Breaker: articulate student goals.
  - Introduce the course goals and compare to student goals.
  - Introduce the course's approach to writing.
- 

#### MATERIALS

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Early Childhood Education Bridge Semester 1 Reading and Writing: Goals and Course Features*

##### For Activity #3:

- Handout (attached): Make one copy for each student  
*"I Believe" Statements About Writing*
- Handout (attached): Make one copy for each student.  
*Teaching Writing to Adult Education Students*

##### For Homework:

- Handout (attached): Make one copy for each student.  
*The Health Benefits of Journaling*  
<http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>
  - Handout (attached): Make one copy for each student.  
*10 Habits of Highly Effective Students*  
<http://www.educationcorner.com/habits-of-successful-students.html>
- 

#### ACTIVITY #1: Ice Breaker: Articulate Student Goals - 30 minutes

- Welcome students to the Early Childhood Education Bridge (ECE) I Reading and Writing course and tell them the course will be focused on matching their skills to the early childhood education field, exploring career paths in early childhood education that begin at City Colleges of Chicago, and understanding the brain science that can help them communicate with children better as well as help to keep them motivated throughout their college career. The course will require lots and lots of reading and writing, three formal papers—each of which they have the opportunity to rewrite before they are graded—and a final presentation that will lay out what they want to do in college in early childhood education and what they will do to be successful.
- Introduce yourself and explain how and why you are a strong and supportive teacher.
- Write the following questions on the board:
  - Why are you interested in early childhood education?
  - What about you makes you a good match for the early childhood education field?
  - What would you like to get out of this course? List out your personal, academic, and career goals.
- Set up the board to record student goals in three categories: personal, academic, and career.
- Put students into pairs to answer the questions on the board.

- Partners should take turns:
    - Using the questions to interview each other.
    - Asking additional questions to better understand the details.
    - Preparing to introduce their partner to the class.
  - Ask students to introduce their partner by answering the three questions on the board. Write students' goals in the appropriate categories. Make checks next to those goals that are stated multiple times—one check for each student that has that goal.
  - After each person has been introduced, ask students if they have thought of other goals they would like to add to the lists. Add these to the appropriate goal categories on the board.
  - Ask the class if there are any general statements they can make about the goals of the students in this class.
- 

### Activity #2: Compare Student Goals to Formal Course Goals - 30 minutes

- Tell students they are now going to compare the goals they have identified on the board with the formal written goals of the course.
  - Pass out the *Early Childhood Education Bridge Semester 1 Reading and Writing: Goals and Course Features* (attached).
  - Read each bullet on the handout aloud. For each, ask:
    - Is this item already on the list of student goals on the board?
    - If yes, put a star next to the item on the board.
    - If no, ask: What category does this item go in?
    - Write the item in the appropriate category.
  - When all the course goals have been reviewed, ask:
    - How do the course goals compare to class goals?
    - How do you think this course will help you meet your goals?
- 

### ACTIVITY #3: Introduce the Course's Approach to Writing - 60 minutes

#### Part A: "I Believe" Statements

- Tell students they are now going to look at their beliefs concerning what is needed to become a good writer—a key element of this course. This exercise will help them understand how they think about the process of writing and will help them understand the approach to writing that this course will take.
- Tell students to get out a piece of paper and number it from 1-11.
- Write the following on the board:
  - 1 = strongly agree
  - 2 = not sure
  - 3 = strongly disagree
- Tell students you will be reading some "*I Believe*" statements to them. You are really only looking for students to respond to those that they feel strongly about. If students don't have a strong reaction as soon as it is read, they should just put "2" or nothing at all.
- Read the statements out nice and slow—twice, leaving enough time between each reading for students to write down their rating.
- Pass out the written "*I Believe*" statements. Ask student to read the statements to themselves and circle those statements they feel the strongest about.
- Next, have students prioritize the top three statements that they have circled by marking them first, second, or third.
- Ask students the following questions:

- What was the statement you felt most strongly about? Why?
- Did anyone else have the same statement? Why did you choose it?
- Did anyone else choose a different statement? Why?
- Continue this line of questioning until a number of different opinions have been expressed clearly.
- After the exercise, ask:
  - Does this class tend to favor any particular group of statements?
  - What are the important differences in opinion in this class?
  - What are some similarities?

## Part B: Reading on Writing

- Pass out the *Teaching Writing to Adult Education Students* (attached) and ask students to read it. Tell them to underline those statements that are related to the “*I Believe*” statements. They are to be thinking about which of the “*I Believe*” statements the author of this article agrees with.
- After students have finished reading, put students into pairs and ask them to:
  - Talk about the “*I Believe*” statements they think the author of this article believes.
  - Make sure they can explain why they have made each one of their choices. Ask them to quote the part of the article that makes the author’s position clear, if possible.
- Go round robin and ask: How many “*I Believe*” statements did each pair relate to the reading? Put these numbers on the board.
- Go round robin and ask each pair to read one of the “*I Believe*” statements the article supports and explain and quote the section of the text that shows why they made that choice.
- Ask other pairs to share different “*I Believe*” statements they have chosen and to explain those statements as well.
- After all the appropriate “*I Believe*” statements have been identified, ask:
  - How similar is the way the article describes writing to the way the class describes writing?
  - How different?
- Tell students that this course will teach writing the way this article explains that it should be taught. Students will have to do a lot of writing to increase their fluency and overall comfort with writing:
  - They will have lots of opportunities to write without having to worry about grammar, penmanship, or spelling.
  - They will be writing to get out their thoughts first and to make sure their writing is clear to a real reader, after which they will worry about spelling and grammar.
- Tell student that they will have a journal writing assignment as homework every night. In order to do journal writing they will need to:
  - Have a notebook they can write in with standard-sized lined paper.
  - They will need to write at least two pages on the homework journal question.
  - Their writing does not need to be composed; they just need to write what comes to their mind naturally. They do NOT need to worry about spelling, vocabulary, or penmanship. They should listen for that voice in their heads and just keep writing.
  - No one will read their journal work. They will be required to show you, however, that they have filled up the required number of pages.
  - Each journal writing exercise will ask students to write about something that will be needed for each week’s formal paper. Thus, the thinking students do in their journals will make it easier to do their formal writing assignments.
  - The point of journal writing is to find out what they have to say on the topics being covered and also to learn to enjoy writing so that they can become independent thinkers—the key to success in these classes, on the GED, and in college.

## **HOMEWORK**

**WRITE:** Tell students they are going to set standards for the course during the next class and the insights they bring to the class based on their journal writing homework will be very useful. Have students write in their journals their answers to the following questions:

- What are the ways they have struggled with success in the classroom before?
- What could the teacher, school, and class have done differently to help them with these struggles?

**READ:** Have students read *The Health Benefits of Journaling* (attached). After reading, they should:

- Check off those health benefits they believe to be true.
- Be prepared to explain why.

**READ:** Have students read *10 Habits of High Effective Students* (attached). After reading, they should:

- Put a “1” next to those habits they are great at.
- Put a “2” next to those habits that are coming along.
- Put a “3” next to those habits that they know they need to work on.

## Early Childhood Education Bridge Semester 1 Reading and Writing Goals and Course Features

### Bridge Semester 1 Reading and Writing Course Goals

#### Academic:

- Develop strong reading and writing skills appropriate for the High School Equivalency (HSE) exam and for meeting state of Illinois standards.
- Improve test scores in reading on both the Tests of Adult Basic Education (TABE) and, for those going on to college, the college placement test.
- Learn to use the Internet as a research tool.
- Prepare for additional Bridge courses needed to be fully prepared for the HSE, the college entrance tests, , and to enter training programs in the Early Childhood Education Bridge that lead to good paying jobs.

#### Career:

- Become familiar with career options in the early childhood education field.
- Understand your skills and match them with jobs and programs available at the City Colleges of Chicago.
- Create a realistic career path and strategies to keep yourself motivated.
- Present your career plan in a formal PowerPoint presentation that will assist in meeting Content Standards and impress a potential employer.

### Bridge Semester 1 Reading and Writing Course Features:

- Four units, each with a reading, research, and fact-finding week followed by a writing week during the first eight weeks of the course.
- Three full writing projects and one final presentation are required.
- All writing projects use pre-writing, peer review, editing, and rewriting processes to create a final piece of writing. No first draft is ever perfect!
- Journal writing that students can use in their first drafts of final writing assignments. Regular journal writing assignments will NOT be graded to make sure everyone learns to feel comfortable writing. Classes build on one another, so attendance is critical!
- There is reading and writing homework after every class to make sure everyone gets the practice in reading and writing they need to improve. The class reviews the homework at the beginning of every class. So completing your homework is critical too!
- Classroom activities include lots of group work because learning is a social activity, and we will become more effective readers and writers by working together.

All brilliant ideas, insights, questions, and new answers welcome!

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### **“I BELIEVE” STATEMENTS ABOUT WRITING**

1. I believe you can only learn how to write by writing.
2. I believe one should learn the rules of writing before getting started.
3. I believe all students have a natural need to write, whether they know it or not.
4. I believe students have to be forced to write or they won't write at all.
5. I believe a paper that is interesting but has many technical problems is better than an uninteresting paper that has few technical problems.
6. I believe a paper that is uninteresting but has few technical problems is better than an interesting paper that has many technical problems.
7. I believe it is possible to become a good writer without learning grammar.
8. I believe it is impossible to become a good writer without learning grammar.
9. I believe grammar is only useful after someone has written out their thoughts.
10. I believe grammar is only useful before someone has written out their thoughts.
11. First drafts are always a mess, even for excellent writers.

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**Teaching Writing to Adult Education Students**  
**From Learning to Write, Writing to Learn**  
**by John S. Mayer, Nancy Lester, and Gordon M. Pradl**

Research indicates that the only way one learns to write is by writing. Teachers have too often viewed writing as a skill that can be learned independently of any actual need to write. This has led to writing instruction dominated by workbook exercises.

But real writing involves a purpose and an audience. The purpose, even if it's writing to fulfill an assignment, must finally be the writer's. Good writers learn to make even the most boring assignment their own. They learn that during the act of writing, they will discover what they want to say. Writing which has a real purpose, whether it be lists, letters, emails, notes, memos, or more extensive essays, always has a real audience. But most school writing has only the teacher as its audience. Student writers perceive teachers, on the one hand, as having all the answers and on the other, as being more concerned with conventions than ideas. Student writers often understand writing to be mastery of a series of forms, with little concern for meaning.

Writing is developmental and emphasizes the following process: first *fluency*, then *clarity*, then *correctness*. In stressing *fluency*, the goal is to build a sense of comfort, confidence and control in the developing writer. Developing writers must feel they have ideas and language in their heads that they can use to fill up blank sheets of paper. Only when words fill the page can we emphasize *clarity*: does the writing make sense to others? The final concern is whether the text uses standard written English and is, therefore, correct.

Our reasons for focusing last on correctness are that there's little point in having a "correct" paper without clear content and that a crippled or fearful writer is generally one who worries constantly about making mistakes.

The problem arises when teachers operate on the mistaken notion that one must know the rules of grammar in order to speak and listen, or particularly, to read and write. With much writing practice, it is possible to become a good speaker, listener, reader *and* writer without ever having heard terms like *noun* or *relative clause*, much less being able to identify or define them. **Research study after research study has shown that knowledge of prescriptive grammar and usage rules does *not* transfer to writing ability.**

Grammar continues to be taught because of the mistaken belief that grammatical choices in writing ought to be a matter of conscious control. Ironically, it's precisely this view that causes many of the most severe writing problems. Even fluent writers would become pen-tied if overwhelmed with all the rules.

It is false to think that error-free texts are the goal of writing and that such texts can be produced the first time anyone writes.

The bottom-up teaching approach to writing (teaching lists of grammar rules) has created many fearful writers. They are very conscious of the importance of correctness, so worried about it, in fact, that on average, by the time they've written three words of a sentence, they're sure an error must lurk there somewhere. This editing/correctness anxiety is entirely counter-productive.

Although we've taught our students the rules for grammar and editing finished prose, those aren't the things that are going to help them throughout the process. These students read finished prose all the time, and they think it started out that way. There's a story about a teacher who showed a student a number of drafts of Richard Wright's when he was writing *Native Son*. There were lots of changes and cross-outs and deletions. The student remarked, "Oh, look at all those cross-outs; he must be a lousy writer," as though correct writing is what happens right out of the pen. Professional writers, more often than not, go through many, many drafts before anything can be considered finished.

## The Health Benefits of Journaling

Source: <http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>

I'll bet you write (or word process) daily. If you are like most women, you record only what you must. In an effort to change your mind and your habits, I'll let you in on a well-kept secret: A pen coupled with paper can serve as a powerful life tool.

Journaling (or keeping letters or diaries) is an ancient tradition, one that dates back to at least 10th century Japan. Successful people throughout history have kept journals. Presidents have maintained them for posterity; other famous figures for their own purposes. Oscar Wilde, 19th century playwright, said: "I never travel without my diary. One should always have something sensational to read on the train."

### Health Benefits

Contrary to popular belief, our forefathers (and mothers) did know a thing or two. There is increasing evidence to support the notion that journaling has a positive impact on physical well-being. University of Texas at Austin psychologist and researcher James Pennebaker contends that regular journaling strengthens immune cells, called T-lymphocytes. Other research indicates that journaling decreases the symptoms of asthma and rheumatoid arthritis. Pennebaker believes that writing about stressful events helps you come to terms with them, thus reducing the impact of these stressors on your physical health.

I know what you're thinking: "So writing a few sentences a day may keep me healthier longer, but so will eating lima beans! Why should I bother journaling when I've already got too much on my plate?" The following facts may convince you.

Scientific evidence supports that journaling provides other unexpected benefits. The act of writing accesses your left brain, which is analytical and rational. While your left brain is occupied, your right brain is free to create, intuit and feel. In sum, writing removes mental blocks and allows you to use all of your brainpower to better understand yourself, others and the world around you. Begin journaling and begin experiencing these benefits:

- a. **Clarify your thoughts and feelings.** Do you ever seem all jumbled up inside, unsure of what you want or feel? Taking a few minutes to jot down your thoughts and emotions (no editing!) will quickly get you in touch with your internal world.
- b. **Know yourself better.** By writing routinely you will get to know what makes you feel happy and confident. You will also become clear about situations and people who are toxic for you — important information for your emotional well-being.
- c. **Reduce stress.** Writing about anger, sadness and other painful emotions helps to release the intensity of these feelings. By doing so you will feel calmer and better able to stay in the present.

- d. **Solve problems more effectively.** Typically we problem solve from a left-brained, analytical perspective. But sometimes the answer can only be found by engaging right-brained creativity and intuition. Writing unlocks these other capabilities, and affords the opportunity for unexpected solutions to seemingly unsolvable problems.
- e. **Resolve disagreements with others.** Writing about misunderstandings rather than stewing over them will help you to understand another's point of view. And you just may come up with a sensible resolution to the conflict.

In addition to all of these wonderful benefits, keeping a journal allows you to track patterns, trends and improvement and growth over time. When current circumstances appear insurmountable, you will be able to look back on previous dilemmas that you have since resolved.

### **How To Begin**

Your journaling will be most effective if you do it daily for about 20 minutes. Begin anywhere, and forget spelling and punctuation. Privacy is key if you are to write without censor. Write quickly, as this frees your brain from “shoulds” and other blocks to successful journaling. If it helps, pick a theme for the day, week or month (for example, peace of mind, confusion, change or anger). The most important rule of all is that there are no rules.

Through your writing you'll discover that your journal is an all-accepting, nonjudgmental friend. And she may provide the cheapest therapy you will ever get. Best of luck on your journaling journey!

## 10 Habits of Highly Effective Students

Source: <http://www.educationcorner.com/habits-of-successful-students.html>

The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and more true as you advance in your education. An hour or two of studying a day is usually sufficient to make it through high school with satisfactory grades, but when college arrives, there aren't enough hours in the day to get all your studying in if you don't know how to study smarter.

While some students are able to breeze through school with minimal effort, this is the exception. The vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn and assimilate information improve.

Education Corner Study Skills:

**1. Don't attempt to cram all your studying into one session.** Ever find yourself up late at night expending more energy trying to keep your eyelids open than you are studying? If so, it's time for a change. Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

**2. Plan when you're going to study.** Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside a period of time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.

**3. Study at the same time.** Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you have to change your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.

**4. Each study time should have a specific goal.** Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal

(i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

**5. Never procrastinate your planned study session.** It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

**6. Start with the most difficult subject first.** As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

**7. Always review your notes before starting an assignment.** Obviously, before you can review your notes you must first have notes to review. Always make sure to take good notes in class. Before you start each study session, and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly. Reviewing your notes before each study session will help you remember important subject matter learned during the day, and make sure studying is targeted and effective.

**8. Make sure you're not distracted while you're studying.** Everyone gets distracted by something. Maybe it's the TV. Or your family. Or maybe it's too quiet. Some people actually study better with a little background noise. When you're distracted while you're studying you: (1) lose your train of thought; and (2) you're unable to focus -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed or distracted. Some people this is a quiet cubical in the recesses of the library.

**9. Use study groups effectively.** Ever heard the phrase "two heads are better than one"? Well this can be especially true when it comes to studying. Working in groups enables you to: (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others whereby helping both the other students and yourself to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if groups members come unprepared. Effective students use study groups effectively.

**10. Review your notes, schoolwork and other class materials over the weekend.** Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts that build upon previous coursework and knowledge acquired the previous week.

We're confident that if you'll develop the habits outlined above that you'll see a major improvement in your academic success.



# Reading Week 1, Lesson 2

## Early Childhood Education Bridge Semester 1 High Intermediate Adult Basic Education (ABE)

### THEME: Early Childhood Education Bridge Semester 1 Goals and Skills - Reading Week

#### OBJECTIVES

- Identify the benefits of journaling and discuss their first experience for this class.
  - Determine what is needed for success in this class.
  - Select fellow-student support strategies.
- 

#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*The Health Benefits of Journaling* (attached to Week 1, Lesson 1)  
<http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>

##### For Activity #2:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*10 Habits of Highly Effective Students* (attached to Week 1, Lesson 1)  
<http://www.educationcorner.com/habits-of-successful-students.html>
- Handout (attached): Make one copy for each student.  
*Self-Assessment for Early Childhood Education Bridge Semester 1, Weeks 1-8*

##### For Homework:

- Handout (attached): Make one copy for each student.  
*12 Characteristics of Effective Early Childhood Teachers*  
[https://www.naeyc.org/files/yc/file/200803/BTJ\\_Colker.pdf](https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf)
- 

### ACTIVITY #1: Identify the Benefits of Journaling and Discuss Their First Experience - 20 minutes

- Make sure you check students' journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Tell students that you are going to check in each day to make sure that they are journaling. Again, students should see journaling as a good opportunity to write freely and, then, to use the ideas they write about as part of their formal writing projects.
- Tell students to get out their homework article about the benefits of journaling.
- Ask:
  - What was your experience journaling for this class?
  - Did the writing come to you easily?
  - What made the experience easy?
  - What made it difficult?
  - Did anyone come up with good ideas/insights they hadn't thought of before?
- Ask:
  - What does the article say about the benefits of journaling? Put student answers on the board.

- Which of the findings do you believe to be true? Why?
  - What do these findings have to do with brain science?
  - What do we know about the left and right sides of the brain?
    - What do these different parts of the brain do?
    - What do the two parts of the brain have to do with writing?
  - Who is the audience for journaling?
  - How does having yourself as your audience make a difference?
    - How is it different than having another person as a reader?
  - How does journaling relate to the “fluency, clarity, correctness” ideas in the article we read in class yesterday about writing?
  - How can journaling make you a better writer?
- 

## ACTIVITY #2: Set Standards for Key Success Indicators - 60 minutes

- Tell students that for the rest of this class they are going to think about what is necessary to be successful in this course and how students can support each other. The approach will be that the class needs to come up with its own rules about how the class should be run because the course is really theirs.
- Ask: What do you think are the things that you need to do to be successful in this or any class? Write student ideas on the board.
- Next, create four columns on the board using the following headings: Punctuality, Attendance, Homework Completion, and Teamwork.
- Explain that these are the four elements that have been chosen as important for success in any class and ask: How do these four success measures compare with the students’ listing on the board?
- Ask:
  - What does each of these words mean? Write their definitions on the board.
  - Which one of these is the easiest for you to be successful at? Go round robin to get each student’s answer.
  - Which one is the most difficult? Go round robin again.
- Tell students get out their article: *10 Habits of Highly Effective Students*. Ask:
  - Which of these habits were the easiest for you?
  - Which were the most difficult? Why?
- Tell students to write down at least three strategies from on the board or in the *10 Habits* article they want to improve during this class.
- Go round robin to have students state the three or more areas they want to improve during this course.
- Put students into pairs and assign each pair one of the key success indicators (Punctuality, Attendance, Homework Completion, and Teamwork).
- Have pairs talk through a standard that they want to present to the class. They should do this by answering the following questions that you have written on the board:
  - How would you describe when a student is doing well in this area?
  - Exactly when do you know that a student is having a problem in this area?
    - How many times is it permissible to be late or absent? What about the number of homework assignments missed? Make these answers numbers where possible.
    - For teamwork, what defines good teamwork?
  - What rule(s) concerning this indicator would you recommend to this class?
- Go from pair to pair to have students present their proposals. Take notes on their proposals on the board.
- Work toward a decision about each standard by:
  - Reviewing each proposal.
  - Asking:
    - Does this proposal seem reasonable?

- What would you want to change? How would it more acceptable?
    - Take notes on these possible changes.
  - Ask students to vote on the standard they want to set for this course.
  - Compare the students' standard for Attendance to the City Colleges of Chicago policy. Make adjustments as needed.
  - Pass out the *Self-Assessment for Early Childhood Education Bridge Semester 1*. Tell students:
    - They are to keep a record of each of the key indicators on this sheet so they always know how well they are doing in this class.
    - Have students check off how well they did today in terms of Punctuality, Attendance, Homework Completion, and Teamwork.
  - Next, have students write in the three or more areas they want to improve in the goal section of the *Self-Assessment*. Demonstrate how to write a goal based on a student choice of something they wanted to improve.
  - Ask students about the heading for the Goal Assessment section:
    - What do you think the rating system means and how do you think you should use it?
    - What are some examples based on a goal you chose for your Self-Assessment?
  - Ask:
    - What are the ways you think this Self-Assessment will be useful you?
    - To this class?
    - To your teacher?
- 

### ACTIVITY #3: Select Fellow-Student Support Strategies - 40 minutes

- Tell students they are going to decide how the class wants to support fellow students who are struggling with the class on one of more of the key success indicators on their Self-Assessment.
- Put two columns on the board with the following headings: Teacher-based support and Student-based support.
- Ask:
  - What are some of the issues that came up in your journal writing? What should have been going on in the class you wrote about to make you more successful?
  - Write student suggestions for the two categories on the board.
- Put students into pairs to come up with a list of additional ideas for supporting fellow students.
- Go round robin from pair to pair and ask each pair to share an idea. Keep going around until you have all their ideas on the board. Ensure that the following options make the list for class consideration:
  - Out-of-class partners who help each other with classroom issues/work as needed.
  - Quick class meetings at the end of the week where students provide suggestions to help struggling students solve specific issues.
  - A set of class volunteers who meet with struggling students after class to provide suggestions.
  - Others you want to suggest.
- Write the following questions on the board:
  - What are the most effective strategies for students supporting each other? Why?
  - When will we know when a student is in need of additional help?
  - How should the class follow-up with these students who need additional help?
- Take notes on these ideas on the board.
- Work with the class to decide which ideas they will adopt. Come to consensus by:
  - Going round robin to select the proposal(s) on the board they think would be most effective. Put checks next to those proposals that students "vote" for.
  - Ask the students that didn't "vote" for the most popular choice(s), if they think the popular choice(s) would be effective.
  - Ask students to come up with compromises, as needed.

- Make plans to implement the chosen proposal(s).
  - Lastly, ask students what kinds of support for struggling students could come from the teacher. List these on the board in the “Teacher-based support” column. The teacher should share which ones he/she thinks will be the most effective.
- 

### **HOMEWORK**

**WRITE:** Have students write in their journals and answer the following questions:

- What about you would make you good with children in a preschool setting?
- How have you helped children learn and become more confident in the past?

**READ:** Have students read the *12 Characteristics of Effective Early Childhood Teachers* (attached). Then, have students:

- Underline those characteristics and descriptions that describe them.
- Circle words that they don’t know.
- Bring the annotated article for next class.

### SELF-ASSESSMENT FOR EARLY CHILDHOOD EDUCATION BRIDGE SEMESTER 1, WEEKS 1-8

|                     | WEEK 1 |   |   |   |   | WEEK 2 |   |   |   |   | WEEK 3 |   |   |   |   | WEEK 4 |   |   |   |   | WEEK 5 |   |   |   |   | WEEK 6 |   |   |   |   | WEEK 7 |   |   |   |   | WEEK 8 |  |  |  |  |
|---------------------|--------|---|---|---|---|--------|---|---|---|---|--------|---|---|---|---|--------|---|---|---|---|--------|---|---|---|---|--------|---|---|---|---|--------|---|---|---|---|--------|--|--|--|--|
|                     | 1      | 2 | 3 | 4 | T | 1      | 2 | 3 | 4 | T | 1      | 2 | 3 | 4 | T | 1      | 2 | 3 | 4 | T | 1      | 2 | 3 | 4 | T | 1      | 2 | 3 | 4 | T | 1      | 2 | 3 | 4 | T |        |  |  |  |  |
| Punctuality         |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |  |  |  |  |
| Attendance          |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |  |  |  |  |
| Homework Completion |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |  |  |  |  |
| Focused teamwork.   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |        |  |  |  |  |

### GOAL ASSESSMENT

Write in your goals and provide per week rating:  
1 – poor, 2- satisfactory, 3- good, 4- excellent

|          | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 |
|----------|--------|--------|--------|--------|--------|--------|--------|--------|
| Goal #1: |        |        |        |        |        |        |        |        |
| Rating:  |        |        |        |        |        |        |        |        |
| Goal #2: |        |        |        |        |        |        |        |        |
| Rating:  |        |        |        |        |        |        |        |        |
| Goal #3: |        |        |        |        |        |        |        |        |
| Rating:  |        |        |        |        |        |        |        |        |
| Goal #4: |        |        |        |        |        |        |        |        |
| Rating:  |        |        |        |        |        |        |        |        |
| Goal #4: |        |        |        |        |        |        |        |        |
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## 12 Characteristics of Effective Early Childhood Teachers

Adapted from: [https://www.naeyc.org/files/yc/file/200803/BTJ\\_Colker.pdf](https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf)

### What draws teachers to the field of early childhood education?

The reasons people choose a profession offer insight into the characteristics they need to do their job well. Common threads link the practitioners interviewed for this article. People do not enter the early childhood education field for monetary reward or occupational glamour.

The majority of respondents realized at a young age that they wanted to be early childhood teachers. Many, including Renee Hamilton-Jones, who taught preschool for 13 years, reported feeling that “destiny” led them to their career choice. Donna Kirsch, a supervisor of early childhood teachers, termed teaching a *calling*: “I had a need to make a difference in children’s lives and ensure they got all the opportunities and nurturing they needed and deserved. It was mostly a calling, much like the ministry—but I don’t say that out loud to too many people.”

The need to make a difference in children’s lives was echoed by nearly every respondent, including longtime kindergarten teacher Joanna Phinney: “I entered the field of early childhood education because I wanted to make a difference in the world. I felt that the place to start was with young children because you can make the biggest difference when children are young.”

If you ask early childhood educators who entered the field for idealistic reasons whether they made the right career choice, you’ll find few regrets. In the group of 43 surveyed here, no one expressed regret. Here’s what two prominent early childhood educators who were once classroom teachers said:

“At a certain point in my career I was offered a position that would have been a promotion, but it was not in early childhood. I debated the decision carefully because I was a single parent of two young children at the time and could have used the additional money that came with the promotion. I chose to stay in early childhood education primarily because I knew my heart was with children’s programs. In the end, staying with children’s programs was the best decision. Even at the time I did not regret the decision because knowing myself as I do, it was more important for me to believe in the cause than to make money.”

“I can honestly say that I have never, not once, reconsidered my decision to be an early childhood educator. Quite the contrary, I have often marveled at my luck. This profession has never disappointed me. Sometimes it is hard and I am not always successful, but I have an abiding belief in the value of my contributions. Early childhood education has definitely been my “calling,” and because of the good match, I have been able to apply my talents and skills in an arena that both needed and valued my insights.”

## What characteristics make early childhood teachers effective?

All the survey participants felt strongly that the early childhood profession has been a good match for their personalities and life goals. What then are the personal characteristics that contributed to making early childhood education a good career match?

**1. Passion.** Probably more than anything else, teachers report that it's important to have a passion for what you do. In many of the studies referenced in the literature, participants singled out "enthusiasm for children" as a key attribute. For the teachers in this study, however, something stronger than enthusiasm makes a truly effective teacher; it is closer to *drive*.

Being an early childhood educator is not always easy. There may be physical and financial challenges, for example. But if you feel that what you are doing makes a difference, that sense of accomplishment can sustain and motivate you. John Varga, a Head Start site supervisor, counsels those who do not have a passion for early childhood to find a different career. "This is not a career for someone just looking for a job working with kids because they are cute and it looks like fun. This is a career that must ignite your passion."

**2. Perseverance.** This is another characteristic frequently cited. Some respondents referred to perseverance as "dedication"; others felt it was "tenacity." Whatever term they used, what participants described is the willingness to fight for one's beliefs, whether related to children's needs or education issues. Teachers have to be willing to be long-term advocates for improving the lives of children and their families. Respondents in this study believe children need and deserve teachers who can overcome bureaucracy and handle red tape.

**3. Willingness to take risks.** A third related characteristic is the willingness to take risks. Successful educators are willing to shake up the status quo to achieve their goals for children. Great teachers are willing to go against the norm. Taking a risk means not settling for a no answer if a yes will improve the quality of a child's education.

For example, one teacher reports wanting to team teach her preschool class with a self-contained special education program adjacent to her room. Integration of programs had never been done before at her school, and faculty and administration alike looked at the idea with skepticism. To secure administration approval, the teachers had to conduct research, do a parent survey, and bring in outside experts. They held parent meetings to convince both the families of children with disabilities and those of children without disabilities that their children would benefit. After much energy and effort, the program was initiated on a trial basis. Five years later, it is one of the most successful and popular programs at the school (Villa & Colker 2006).

**4. Pragmatism.** Pragmatism is the flip side of perseverance and willingness to take risks. Pragmatists are willing to compromise. They know which battles are winnable and when to apply their resources in support of children. The important point, respondents felt, is that



effective teachers understand that by temporarily settling for small wins, they are still making progress toward their goals.

**5. Patience.** In line with pragmatism is the characteristic of patience. Respondents cite the need to have patience both when dealing with “the system” and when working with children and families. Not every child learns quickly. Some behaviors can challenge even the most effective teacher. Children need reminder after reminder. Good teachers have a long fuse for exasperation, frustration, and anger. They regard all such challenges as exactly that— challenges. Effective teaching requires patience.

**6. Flexibility.** This is the sixth characteristic linked by study participants to successful teaching. Indeed, any job in early childhood education demands that you be able to deal well with change and unexpected turns. Whether it’s raining outside and you have to cancel outdoor play, or your funding agency has drastically reduced your operating budget, you need to be able to switch gears at a moment’s notice and find an alternative that works.

Sometimes the challenges are both drastic and sudden. Fresh out of college, Ashley Freiberg—one of the study respondents—had been a kindergarten teacher for only a few weeks when she found herself welcoming evacuees from Hurricane Katrina into her Baton Rouge, Louisiana, classroom: “I have 28 kindergarten children in my classroom, and it is my job to work with each of my students and present them with information that will help them to become readers, to master basic math facts, to know about the world around them, and to follow the classroom and school rules. I must do this leaving no child behind, teaching each individual student in the classroom, *without* a classroom aide!” Despite the pressures, Ashley adapted, doing what she had to for each child. Her flexibility exemplifies a vital character trait that respondents felt effective teachers must have.

**7. Respect.** Surveyed teachers strongly believed that respect for children and families is basic to being a good early childhood teacher. Some identified this characteristic as an “appreciation of diversity.” They described it as not only respecting children and families of all backgrounds, but also as maintaining the belief that everyone’s life is enhanced by exposure to people of different backgrounds who speak a variety of languages. We know that children’s self-concepts flourish in an environment of respect. Good teachers create this environment naturally.

**8. Creativity.** An eighth characteristic respondents cited was creativity. It takes creativity to teach in a physical environment that is less than ideal or when resources are limited. It takes creativity to teach children from diverse backgrounds who might not approach education in the same way. It takes creativity to teach children with differing learning styles who think and learn in different ways. And most of all, it takes creativity to make learning fun. Creativity is a hallmark of an effective early childhood teacher.

**9. Authenticity.** This is another frequently cited characteristic of effective teaching. Some respondents referred to this attribute as “self- awareness.” Being authentic means knowing who you are and what you stand for. It is what gives you integrity and conviction. Young

children are shrewd judges of character; they know whether a teacher is authentic, and they respond accordingly.

**10. Love of learning.** Respondents also singled out love of learning. To inspire children with a love of learning, they said, teachers themselves ought to exhibit this characteristic. Teachers who are lifelong learners send children the message that learning is an important part of life. Several participants felt that being an effective teacher involves seeking out knowledge about recent research on teaching. Respondents in this study regard both teaching and learning as dynamic processes.

**11. High energy.** Though it may have more to do with temperament than disposition, many teachers felt it important that teachers display high energy. Most children respond positively to teachers with high energy levels, valuing their enthusiasm. As Linda Espinosa observed, “The energy it takes to get up every day and work on behalf of young children and families is enormous.”

**12. Sense of humor.** A final vital characteristic of effective teaching pinpointed by respondents in the study was having a sense of humor. Learning should be fun; nothing conveys this message more than a room that is filled with spontaneous laughter. John Varga summarizes the importance of this characteristic in teaching: “All children ask is that we love them and respect them and be willing to laugh when it’s funny . . . even when the joke’s on us.”

# Reading Week 1, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Early Childhood Education Bridge Semester 1 Goals and Skills – Reading Week



Class to be held in the Technology Lab

#### OBJECTIVES

- Select early childhood education teacher characteristics that describe you.
- Watch videos, take notes, and list skills needed to be an early childhood education teacher.

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#### MATERIALS

##### For Activity #1:

- Classroom Resource: Two dictionaries.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*12 Characteristics of Effective Early Childhood Teachers* (attached to Week 1, Lesson 2)  
[https://www.naeyc.org/files/yc/file/200803/BTJ\\_Colker.pdf](https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf).

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Skills Identification*
- Video: *A Day in the Life of the Creative Curriculum Preschool Classroom*  
[https://www.dropbox.com/l/scl/AAApY-6TEQ\\_S2kkWKFoFt7JdScVCseg13yU](https://www.dropbox.com/l/scl/AAApY-6TEQ_S2kkWKFoFt7JdScVCseg13yU) (running time: 13:57)
- Video: *What does “High Quality” Preschool Look Like?*  
<https://www.youtube.com/watch?v=wbWRWeVe1XE> (running time: 5:42)

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Why is Early Childhood Education Important?*  
<https://www.dropbox.com/s/20fdgepbmhh5t91/ECE%2C%201.3%20Why%20is%20Early%20Childhood%20Education%20Important.docx?dl=0>
- Handout (attached): Make one copy for each student.  
*Why Early Childhood Education Matters*  
<http://magazine.good.is/articles/why-early-childhood-education-matters>

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### ACTIVITY #1: Select Early Childhood Education Characteristics that Describe You - 60 minutes

#### Journal Check-In - 5 minutes

- Make sure you check students' journals. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  - What was your experience journaling for this class?
  - Did the writing come to you easily?
  - What made the experience easy?

- What made it difficult?
- Did anyone come up with good or new ideas they hadn't thought of before?

### **Vocabulary Check-In - 10 minutes**

- Tell students they are going to learn new vocabulary in the context of what they read. Their being honest about the words they don't understand will only help the class get a better understanding of the material themselves.
- Have students to get out their homework article, *12 Characteristics of Effective Early Childhood Teachers*, and look at the introductory section.
- Ask: What words did you circle in this section? Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read aloud the sentence where the word appears.
  - Have a student with a dictionary read the definition.
  - Decide on the wording of the definition that helps students understand the sentence best.
  - Write that definition on the board.
- Repeat this process for each of the characteristics cited, having students focus on the words they don't understand for just that section using the process above. After defining the words for the section, ask a student or two to read the characteristic description out loud (one student per paragraph) and then move onto the next characteristic to define words first and then read aloud.
- Tell students to write down the words and the meanings from the board for quizzes later.

**Teacher Note:** You will need to write down the words and meanings, too, for later quizzes.

### **Characteristics that Describe You - 25 minutes**

- Write the 12 characteristics from the homework article on the board.
  - Ask students to choose the 6 characteristics that describe them best and put them in order from 1-6, with one being the best descriptor and 6 being the last on their list.
  - Write the following on the board: "I would make an effective early childhood teacher because I have \_\_\_\_\_. Let me tell you what I mean."
  - Have students get out their journals. Tell them they will get five minutes to write about their top three characteristics, one at a time. Have student write non-stop, just putting down what comes to their minds for their 1<sup>st</sup> characteristic during the first five minutes. Repeat for their writing about the next two characteristics.
  - After everyone has finished, ask: What are the three reasons you would make an effective early childhood teacher? Tell me what you mean for each of the characteristics.
  - Do this a few times and then tell students that they have just written and talked through a draft on an essay with an introduction and three body paragraphs.
- 

### **ACTIVITY #2: Watch Videos, Take Notes, and List Skills - 60 minutes**

- Tell students they are going to look at the difference between characteristics and skills and then watch some videos of early childhood teachers working to see if they can describe the skills needed for the job.
- Write the following on the board:
  - What is a characteristic?
  - What is a skill?
  - Give examples of five skills that you are particularly good at.
- Pass out *Skills Identification* for each student to fill out.
- Put students into pairs to prepare their answers to the questions on the board.
- Go round robin from pair-to-pair to have them give their brief presentations.
- Next, ask: What skills do you think early childhood education teachers need to be effective? List these on the board.
- Tell students they will watch two videos that show early childhood teachers working. As they watch, they should write down the skills they see the teachers using. The more the better.
- Watch the first videos: *A Day in the Life of the Creative Curriculum Preschool Classroom*.
- After the first video, ask the pairs to get together and make a master list of skills they observed.
- Watch the second video: *What does "High Quality" Preschool Look Like?*
- After the second video, have pairs look at their master lists and add new skills they observed from the second video.
- Go from pair to pair to have them each add something new to the list on the board.
- When all the skills have been listed, ask:
  - What kinds of skills do early childhood education teachers need to be particularly strong in?
  - What areas of skills are less important? (Students can use the Skills Identification checklist as a resource for this discussion.)

## HOMework

**READ:** Have students read *Why is Early Childhood Education Important?* (attached). After reading the article, students should:

- Underline the reasons early childhood education is important.
- Circle words that they don't know.
- Write 10 questions to quiz fellow students on the facts in the article. Make sure they know the answers to their own questions.

**READ:** Have students read *Why Early Childhood Education Matters* (attached). After reading the article, students should:

- Underline the reasons early childhood education is important.
- Circle words that they don't know.
- Write 10 questions to quiz fellow students on the facts in the article. Make sure they know the answers to your their questions.

**WRITE:** Have students write in their journals and answer the following questions:

- Why do you think early childhood education is so important?
- How can high-quality preschool influence the life of a child?
- Do you have any experiences that show that early childhood education has a strong positive impact?

**TEACHER PREPARATION:** Create six index cards with the following words:

- A Newspaper Editor

- Best Friend
- Fellow Student
- The Teacher
- GED Test Reader
- A Family Member

## Skills Identification

### Communication Skills

- \_\_\_ reading and following directions
- \_\_\_ putting things in alphabetical order
- \_\_\_ comparing or cross-checking two lists
- \_\_\_ filling out forms
- \_\_\_ writing letters and memos correctly
- \_\_\_ reading and understanding policies and memos
- \_\_\_ writing reports
- \_\_\_ speaking to people you do not know
- \_\_\_ speaking English *and* another language
- \_\_\_ taking notes while someone speaks
- \_\_\_ finding information (getting what you need to know out of the phonebook, dictionary, library, etc.)
- \_\_\_ using a map
- \_\_\_ reading bus, train, and plane schedules
- \_\_\_ explaining things to other people
- \_\_\_ knowing when to ask for help or more explanation

### Number Skills

- \_\_\_ doing arithmetic correctly
- \_\_\_ using percentages and decimals
- \_\_\_ using a calculator
- \_\_\_ rounding off numbers
- \_\_\_ typing/keyboarding
- \_\_\_ calculating hours worked, money owed, etc.
- \_\_\_ estimating costs and/or time needed to complete a job
- \_\_\_ using a database program on a computer

### Technical Skills

- \_\_\_ making, fixing, and repairing things
- \_\_\_ operating machinery
- \_\_\_ installing things
- \_\_\_ building things
- \_\_\_ gardening, landscaping, and farming

### Business Skills

- \_\_\_ operating a computer
- \_\_\_ using a business telephone
- \_\_\_ filing, sorting, and classifying information
- \_\_\_ balancing checkbooks
- \_\_\_ working with budgets
- \_\_\_ setting up and closing out a cash register

### **Management and Self-Management Skills**

- ☐ being patient with others
- ☐ keeping a cheerful attitude
- ☐ getting interested/excited about the task at hand
- ☐ offering to help when it is needed
- ☐ knowing how to take directions
- ☐ motivating yourself to do what needs to get done
- ☐ helping motivate others to get the job done
- ☐ prioritizing tasks so that the larger goal is met on time
- ☐ following the rules
- ☐ presenting a neat and professional image
- ☐ checking your own work
- ☐ working hard without complaining
- ☐ using courtesy when dealing with others
- ☐ seeking help when needed
- ☐ being eager to learn
- ☐ speaking up for yourself
- ☐ solving problems in a cooperative way

### **Creative/Artistic**

- ☐ artistic
- ☐ drawing
- ☐ expressing
- ☐ performing
- ☐ presenting artistic ideas
- ☐ dancing, body movement
- ☐ visualizing shapes
- ☐ designing
- ☐ model making
- ☐ making handicrafts
- ☐ writing poetry
- ☐ illustrating, sketching
- ☐ doing photography
- ☐ mechanical drawing

### **People Skills**

- ☐ caring for children responsibly
- ☐ caring for the sick and elderly
- ☐ showing warmth and caring
- ☐ calming people down
- ☐ helping people complete a task
- ☐ teaching someone how to do something
- ☐ knowing how to get along with different people/personalities
- ☐ leading groups or activities



## Why is Early Childhood Education Important?

Source: [http://www.earlychildhoodnyc.org/resources/aboutECE\\_whyImportant.cfm](http://www.earlychildhoodnyc.org/resources/aboutECE_whyImportant.cfm)

- Far too many children enter school not prepared.
- When unprepared children begin school behind, they tend to fall further and further behind.
- Children who are **at risk** of not doing well in school gain significant benefits from quality childcare.
- All children need to enter school ready and able to succeed.

### **Cognitively:**

- Improves school performance
- Raises math and language abilities
- Sharpens thinking/attention skills
- Reduces special education placement
- Lowers school dropout rates

### **Socially and emotionally:**

- Improves and strengthens interactions with peers
- Decreases problem behaviors
- Encourages more exploratory behavior
- Helps adjustment to the demands of formal schooling

### **Long-term positive results and cost savings of Early Childhood Education:**

- Increases lifelong earning potential
- Achieves better academic outcomes
- Lowers rates of teen pregnancy and incarceration
- Improves recruitment and retention of parents who work

The **Perry Preschool Project** is a research project started in the 1960's. Over the last 40 years, this study has compared 2 groups of African American children born in poverty and at high risk of failing in school. The children were 3 and 4 years old. Some of the children received a high quality preschool program and some children received no preschool.

The participants have been contacted and interviewed throughout the years. Data was also gathered from schools, social services, and arrest records. Now, these children are in their 40's.

The study found that those who went to preschool:

- Had higher earnings
- Were more likely to hold a job
- Committed fewer crimes
- Were more likely to have graduated from high school than those who did not have preschool

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## Why Early Childhood Education Matters

Source: <http://magazine.good.is/articles/why-early-childhood-education-matters>

**As education dollars shrink, states are grappling with whether to eliminate preschool. Do we fund early childhood education now, or pay more later?**

**As school bells** rang for the first time this fall, [thousands of preschoolers were left on the sidelines because state funding cuts forced their classrooms to close](#). And the sad fact is that most of these young children left behind by budget cuts will never catch up to their classmates.

Why do early learning programs matter? [Advances in brain research](#) show that children are born learning, and that their first years of life impact the success they experience later in school. Early experiences that are nurturing and active actually thicken the cortex of an infant's brain, creating a brain with more extensive and sophisticated neuron structures that later determine intelligence and behavior. It also means that children who are exposed to more language and more caring interaction with adults have an advantage over their peers that grow up in stressful environments or have unresponsive caregivers.

The first five years are also when children build the social and emotional skills they need to succeed in school. On the first day of kindergarten, teachers expect children to be able to follow directions, start and finish projects, and know when they need to ask for help. Such “soft” skills are just as important as cognitive or “hard” skills—like being able to count, recite the alphabet, and write their names.

If a child can't follow directions, he or she will have difficulty attending to the task of learning. Young children build these social-emotional skills through responsive relationships with parents and teachers. When children trust their caregivers to respond consistently to their needs, they learn to regulate their emotions and behavior. Strong social-emotional skills are the foundation of lifelong learning, which in future years help students succeed in school and adults hold steady jobs.

While most middle- and upper-income children have nurturing early experiences, children in poverty often live in chaotic environments. Low-income parents may struggle to find a job or pay the bills and consequently don't have the means or time to create a stimulating learning environment for their young children. This inequality in opportunity leads to the [achievement gap that is evident as early as nine months of age \(PDF\)](#) and continues to inhibit students' progress throughout elementary school and beyond.

**There is no** proven strategy to close the achievement gap during the K-12 school years. But high-quality early childhood education programs prevent the achievement gap from forming. Decades of research on programs such as the [High/Scope Perry Preschool](#) and [Chicago Parent-Child Centers](#) show that high-quality early childhood programs for vulnerable children increase childhood literacy and high school graduation rates, not to

mention reducing crime and teenage pregnancy. Disadvantaged children who don't participate in high-quality early education programs are 50 percent more likely to be placed in special education and 25 percent more likely to drop out of school. They are 60 percent more likely to never attend college, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.

Leading economists say that early childhood education is a sound public investment, even during a recession. Every dollar spent on early learning programs for at-risk children yields \$7 to \$9 in future savings on expenditures like special education and the criminal justice system. Early learning programs can also improve America's competitiveness in a global economy. "The potential return from a focused, high-quality early childhood development program is as high as 16 percent per year," [writes Arthur J. Rolnick](#), formerly of the Federal Reserve Bank of Minneapolis. That kind of return is rarely seen in the private sector. The gains come from a more educated workforce that earns higher wages and contributes productively to the economy.

States around the country are grappling with the decision of whether or not to fund preschool as education dollars shrink. Arizona has proposed eliminating its preschool program entirely. California's lack of a state budget has forced schools to drop some preschool students. In Illinois, where the state can't afford to pay last year's bills for preschool programs, school districts are canceling programs or struggling to pay for them with local dollars. States may justify preschool cuts by saying tough choices need to be made in tough economic times, but what they are really doing is creating a lost generation of children who will cost governments far more in expensive remedial education programs and other social interventions in the years to come.

While federal dollars for early education programs, such as Head Start, Early Head Start and home visiting programs, have increased slightly during President Obama's administration, they still reach only a small percentage of eligible children.

The question elected officials and the public must confront is simple: Do we fund early childhood education now, or pay a lot more later for the costly social problems that result when children are not successful in school?

*Diana Mendley Rauner is executive director of the Ounce of Prevention Fund, which works to ensure that all American children have quality early childhood experiences during the first five years of life.*

# Reading Week 1, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Early Childhood Education Bridge Semester 1 Goals and Skills - Reading Week

#### OBJECTIVES

- Gather facts from the homework articles and take notes on new facts.
  - Identify the most comfortable audience to write to.
  - Conduct a Writing Conversation on writing assignment questions.
- 

#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Why is Early Childhood Education Important?* (attached to Week 1, Lesson 3)  
<https://www.dropbox.com/s/20fdgepbmhh5t91/ECE%2C%201.3%20Why%20is%20Early%20Childhood%20Education%20Important.docx?dl=0>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Why Early Childhood Education Matters* (attached to Week 1, Lesson 3).  
<http://magazine.good.is/articles/why-early-childhood-education-matters>
- Online Resource: PowerPoint presentation  
*Child Care in America*  
<http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.6.pdf>

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*The Writer/Audience Situation*
- Classroom Resource: Six index cards each with one of the following written on them:
  - A Newspaper Editor.
  - Best Friend.
  - Fellow Student.
  - The Teacher.
  - GED Test Reader.
  - A Family Member.

##### For Activity #3:

- Handout (attached): Make one copy for each student.  
Sample pages from *The Bad Speller*
- 

### ACTIVITY #1: Gather Facts from the Homework Articles and Take Notes on New Facts - 40 minutes

#### Journal Check-in - 5 minutes

- Check students' journal writing and ask:
  - Did the writing come to you easily?
  - What made the experience easy?

- What made it difficult? What can you try for next time?
- Did anyone come up with good or new ideas they hadn't thought of before?

### **Vocabulary Check-in - 10 minutes**

- After checking students journals, tell them that they are going to look at each of the homework articles to see if the class can come up with a clear list of why early childhood education is so important.
- Have students take out their homework article on why early childhood education is important.
  - Ask which words they circled which can be used for vocabulary quiz later. Write these on the board.
  - Use the protocol from the last lesson (Week 1, Lesson 3) to define the words:
    - Ask if students know the meanings. Write these next to the words.
    - Read the sentence or section where the words are used.
    - Write the definitions that make sense in context.
    - Have students copy down the words and meanings for use later in quizzes.

### **Why Early Childhood Education Matters - 25 minutes**

- Next, tell students that they will play a question game for the second article: *Why Early Childhood Education Matters*. Identify a lead student for the first example from the reading. The lead student should:
  - Read one of their questions they know the answer to.
  - Those who know the answer should raise their hands.
  - The lead student should choose a student to state their answer.
  - If the answer is correct, the student that answered the question becomes the lead student and asks one of their questions.
  - If the answer is incorrect, the lead student should ask another student for the correct answer and, if they are right, then that student becomes the lead student and asks one of their questions.
  - Continue this process until the basic facts of the article are covered.
- Next, tell students you are going to show them a PowerPoint presentation (*Childcare in America*) and they are to write down the new facts they learn from it. Read the PowerPoint aloud and give students time to take their notes.
- Ask students: What are the new facts you learned from this PowerPoint? Go round robin and have students give one new fact to add to this list.
- Lastly, ask:
  - How do these articles and PowerPoint answer the question: What is so important about early childhood education?
  - Tell students they are to present a full summary on the importance of early childhood education in their own words, even if they repeat what has been said before.
  - Lastly, have students get out their journals and answer the question by writing a summary in their journal in their own words.

### **ACTIVITY #2: Identify the Most Comfortable Audience to Write To - 40 minutes**

- Tell students they will now prepare to do some writing by trying to figure what kind of audience they would be the most comfortable writing to.
- Pass out *The Writer/Audience Situation*.
- Ask:
  - What is going on in this silly picture?

- What is the writer trying to do? (Answer: To communicate something of interest to an audience.)
  - What is the audience trying to do? (Answer: Understand what the writer is saying.)
  - What kinds of writing situations make the writer happy and comfortable?
  - What kinds of reading situations make the reader happy and comfortable?
    - Emphasize that the audience wants to read something that is easy to understand and interesting!
    - Emphasize that a student's unique voice is going to be far more interesting than trying to do what everyone else is doing.
  - Put students in pairs and have them pick one of the prepared index cards from your "deck."
  - Go round robin and have each pair read aloud their cards and write them on the board.
  - Write the following on the board:
    - Describe the audience in detail.
    - Describe how writing to this audience would affect your writing.
      - Would this audience be easy or hard to write to?
      - Why or why not?
  - Have each pair come up with at least two reasons for their answers and make sure that each partner has at least one reason to report back to the class.
  - After each presentation, ask:
    - Is this an audience that would be easy or hard to write to?
    - Note whether presenters say "easy" or "hard" next to the name of the audience type.
  - Tell students that it is very important that they work on their fluency when they write the first draft of their first assignment. They should try to explain what they are trying to say to someone they like and trust and someone who will respect their opinions. This person will not be hung up on grammar and spelling issues so they can focus on what they are trying to say. They will worry about grammar and spelling issues after they have gotten their ideas out on paper.
- 

### ACTIVITY #3: Conduct a Writing Conversation on Writing Assignment Questions - 30 minutes

- Tell students that they are now going to play the roles of writer and audience for each other in order to get a head start on their first writing assignment. The writer is to be someone who wants to communicate their ideas to their audience, and the audience is trying to understand as best he/she can. The audience will ask questions when he/she wants to understand the writer better or when he/she wants to hear know more about the points the writer is making.
- Tell students that the rules of the game are that audiences are not to fuss about grammar and spelling if they can read and understand what the student is saying.
- Project some *Bad Speller* examples. For each:
  - Have a student read what is on the page.
  - Ask: Do you understand what the writer is trying to say? Then it's OK! If you don't understand, have the writer help you out.
- Write the following questions on the board:
  - Why would you say early childhood education is so important for preschool children?
  - Describe the most important characteristics and skills that you think an early childhood education teacher needs to have?
  - What are the characteristics and skills you bring to early childhood education?
  - Describe a situation that demonstrates your skills with children.
  - Tell the real reader why early childhood education is a good match for you.
- Tell students they are to do a Writing Conversation. If they are good audiences, and students feel comfortable writing to them, the Writing Conversation will help students produce a rough draft for their writing assignment due next week. This writing will help them with their essay over the weekend.
- Put students into pairs and tell them to:

- Turn to a blank sheet of paper in their notebooks.
- Copy the first question into their notebooks and then answer it so their friendly audience can clearly understand what they are trying to say. They should:
  - Not worry about grammar or punctuation but simply focus on explaining their answers to someone who wants to know.
  - Listen to the voice in their head that wants to do the explaining and write down what that voice says.
- When they are finished, they should give their notebooks to their audience to read (partners are swapping notebooks to read what the writer has written, in other words). The audience should:
  - First, think of questions they have for the writer. Is what the writer wrote clear enough? Are they interested in what the writer is saying and want to hear more?
    - If they are interested in hearing more, write their own follow-up question for the writer.
    - If they are not interested in hearing more, copy the next question on the board and give it back to the writer to answer.
- When students have written answers to all the questions on the board, ask:
  - Did your audiences make you feel happy and comfortable?
  - Did your audiences ask you questions that helped your writing become clearer and more interesting? Give some examples.
  - Is this a useful technique to get your ideas out on paper? Does having a real audience right there help you explain yourself better? Why or why not?

### Assign the Homework - 10 minutes

- Give students the writing assignment which is to:
  - Answer the questions listed as part of the homework so that an audience can understand fully what they are trying to say.
  - Write their essay to other students interested in early childhood education and show them how they have thought through their choices.
  - Take the questions OUT of their writing.
  - Put different ideas in different paragraphs that can help the reader follow what they are saying.
  - Read their writing out loud (maybe even to someone who makes them feel happy and comfortable) to see that what they have written sounds natural and easy to understand. They can make changes so that what they have written matches the way they think it should sound.
  - Bring in a copy of their writing that is easy for others to read. Type their piece of writing on the computer, if possible. If it is on the computer, it will be easier for them to go in and make changes for their final draft that will be due later.

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### HOMEWORK

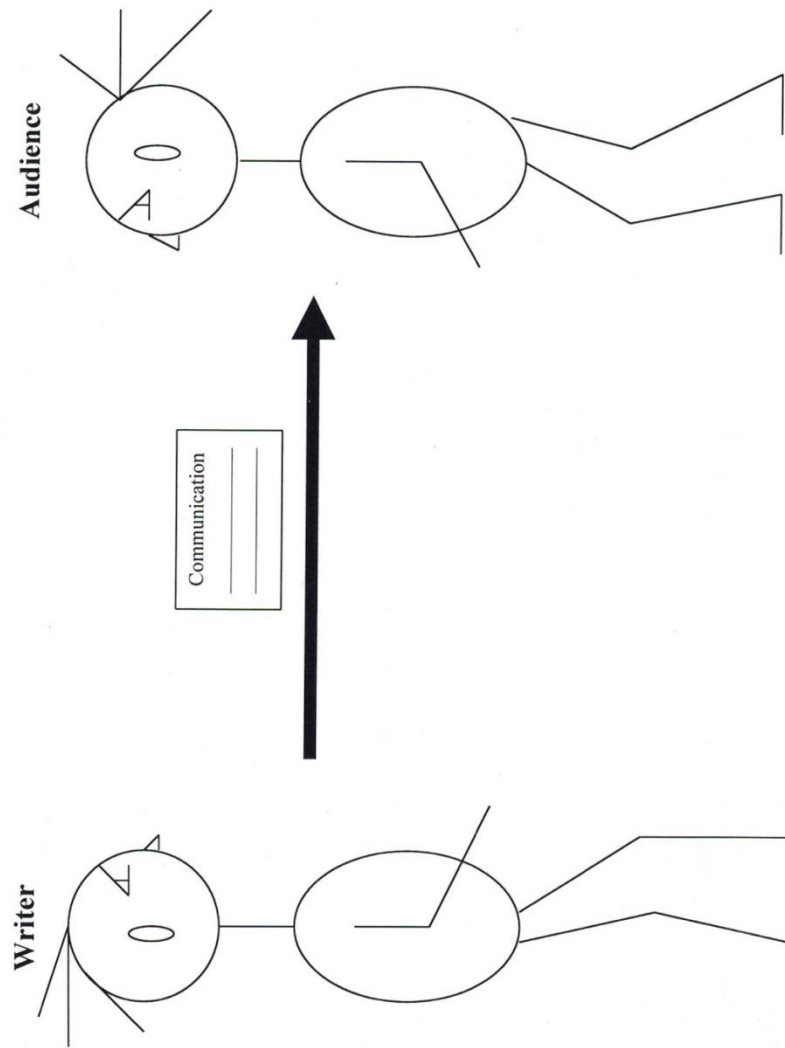
**WRITE:** Have students write four linked-paragraphs. The four paragraphs should:

- Explain why they think early childhood education is so important for preschool children.
- Describe the most important characteristics and skills that they think an early childhood education teacher should have.
- Include the characteristics and skills they can bring to early childhood education.
- Describe a situation that demonstrates their skills with children.
- Tell the real reader why early childhood education is a good match for them.

Students are to bring in easy-to-read copies they have handwritten, or, even better, copies they have printed out from a computer.

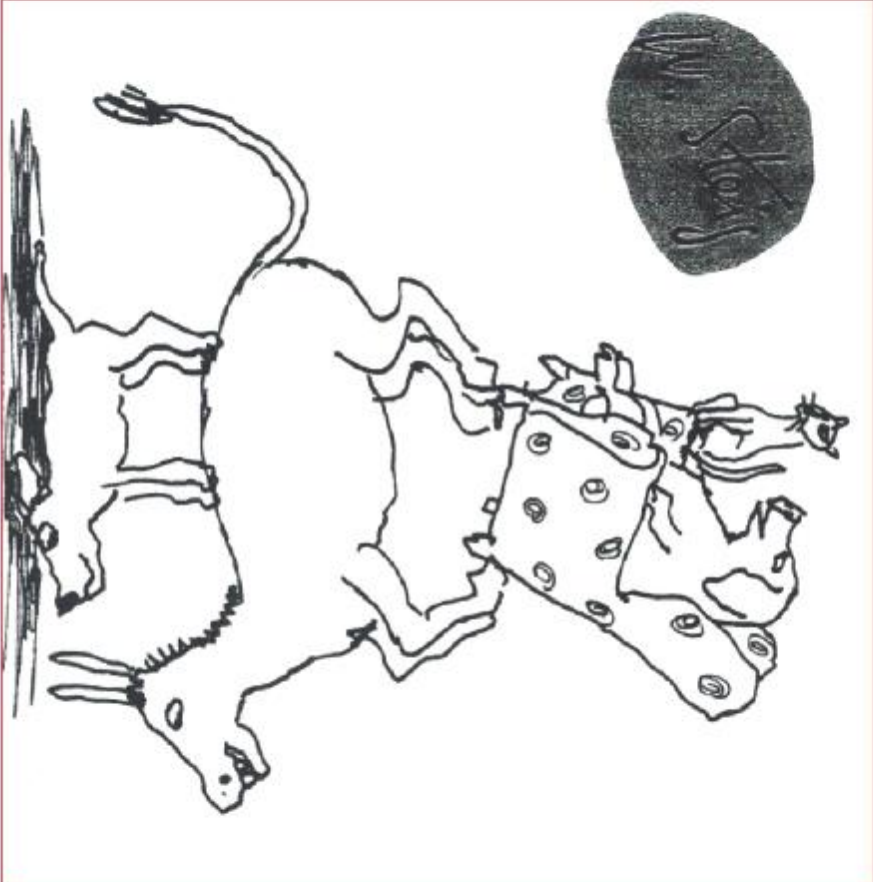


# The Writer/ Audience Situation



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# The Bad Speller



ANAMILLS PERFOURMG A DIFIKLT FEET

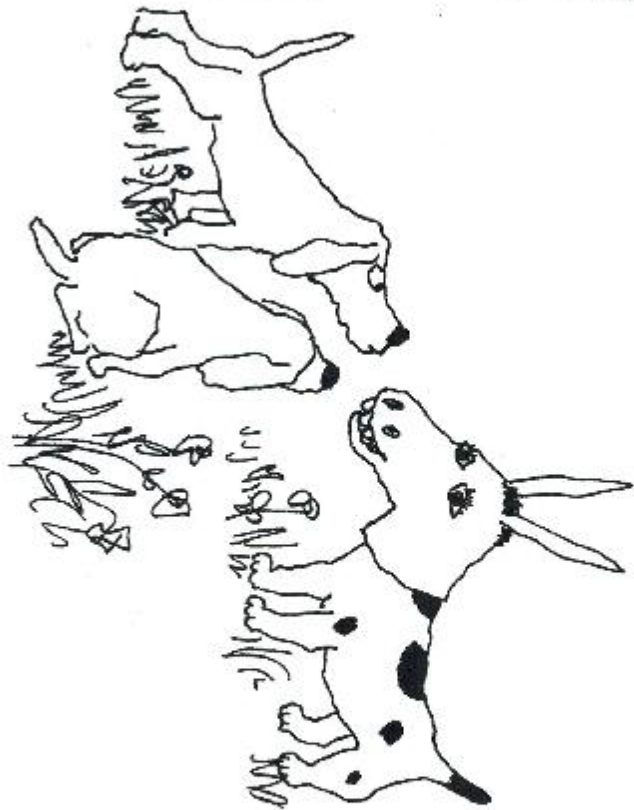
By W. Steig

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MIGH, O MIGH, IZ SHE SERPRYZD  
TWO SEA A FLOUR OV SUTCH  
GRATE SIGHS.

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DAWG TRINE TEW MASCARAIID AZ A  
DUNKEE. BUTT HIZ FRENNZ KAN SMEL  
WHEW HE IZ.

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TH LINE HAZ LETT OWT HIZ FISHING  
LION TEW KAISH FISH. FOUR SUM REZIN  
THERE KNOT BYTNG.



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# Writing Week 2, Lesson 1

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Introduce Yourself to the Early Childhood Education World – Writing Week

#### OBJECTIVES

- Set criteria for evaluating writing assignments.
  - Evaluate others' writing assignments according to the criteria.
  - Select top grammar concerns.
- 

#### MATERIALS

##### For Activity #1:

- Handout (attached): Make one copy for each student.  
*Preparing for the university entrance exam*

##### For Activity #2:

- Student Work: Students should bring hard copies of their homework assignments.
- Handout (attached): Make two copies for each student.  
*Audience Comment Page*

##### For Activity #3:

- Handout: Make one copy for each student.  
*The Table of Contents from the grammar text chosen for this course*
  - Handout: Make one copy for each student.  
*Copies of three grammar assignments that the class chooses in Activity #3 to assign for homework*
- 

#### ACTIVITY #1: Setting Criteria for Good Multi-Paragraph Writing - 50 minutes

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on giving them good ideas for improving their essays. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their essays for a final draft they will hand in next week.
- Ask:
  - How did your essay writing go?
  - What went well? What was difficult?
  - How did you overcome your difficulties?
  - Who found new ideas through the process of writing? What were they?
- Write the following questions on the board:
  - What would make a reader interested in reading your essay?
  - What does a reader need at the beginning of the essay to get involved in reading?
  - Why does an audience need your ideas to be in different paragraphs? How do paragraphs help the audience follow what you are trying to say?
  - What is a reader going to get out of reading your essay? How can the final paragraph make sure the audience can take something valuable away from your piece of writing?

- Ask the class each of the questions and take notes on their answers on the board.
- Pass out the sample essay, *Preparing for the university entrance exam*. Tell students they are to read this essay and answer the questions on the board about the essay.
- Once students have read the essay, ask students to get into pairs to answer the questions. They should be able to both answer the question and give examples from the text that shows exactly what they mean.
- Come back together as a class and ask each question. Have each pair answer that question and give examples from the essay that shows what they mean.
- When the questions have been answered, ask:
  - Are there any criteria for a good essay that you want to add to the listing on the board?
  - Add their suggestions.

## ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes

- Tell students they will now provide some constructive feedback on each other's essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- Ask students: What kinds of things would happen when others are reading your work that would NOT make you feel happy and comfortable? Write what students say on the board.
- Put students into groups of three.
- Have students take out their homework essays.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the essays written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments.
- Ask the class as a whole:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that give you ideas for how to make your essay better?
  - Did your evaluators confuse you? Ask for clarification when back in your group.
- Put students back in their groups to talk through differences and to get clarification. Groups should also select two interesting and well-developed paragraphs to read to the class and explain why they were selected.
- Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
- Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.

### ACTIVITY #3: Select Top Grammar Concerns - 20 minutes

- Tell students they will now get a chance to think about their grammar and spelling concerns.
  - Ask: What are some of the major grammar issues you have or that you saw in other students' writing? Write their answers on the board.
  - Ask: Which area is the class having the most difficulty with:
    - Punctuation?
    - Sentence Structure?
    - Spelling?
  - Pass out a copy of the *Table of Contents* of the grammar text you have selected for this course and check off those grammar issues in the *Table of Contents* that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving this class's grammar?
    - What would you recommend?
  - Go around the room to get ideas from all students.
  - Based on student answers, assign three grammar exercises for homework.
  - Tell students that there will be grammar homework assignments for each day of each Writing week.
- 

### HOMEWORK

**COMPLETE:** Have students complete the three grammar assignments from the course's grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. At this point do NOT make comments or correction on the essays themselves. Be prepared to hand the full packets of the students' essays, the student *Audience Comment Pages*, and your *Audience Comment Page* back during Week 2, Lesson 3.

**TEACHER PREPARATION #2:** Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

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## **Preparing for the university entrance exam**

In Turkey, getting accepted to the university you want requires a difficult and serious preparation period, as you have to take a 3-hour difficult exam in which you are competing with about one million eight hundred thousand people. Although such a huge number of people are taking the exam, only three hundred thousand of them can be admitted to a university. It means that preparing for this exam, which is called the OSS, involves a number of important steps that you must be careful about.

The first step of the OSS preparation marathon is choosing your division in high school. There are four divisions called "science studies", "social studies", "Turkish and math" and "languages". Making a decision of your division is very important because your choice of division in high school determines which fields of study are open to you in college. For example, the "science studies" division gives you the chance of choosing many engineering departments and medicine, whereas the "Turkish and math" division has the options like economics and administrative sciences, international trade etc. Also your decision determines which lessons you will take in your second and third year of high school. For instance, you won't take any geography lessons in school if you are a science studies student. If you want, you can change your department in the last year of high school but then you will have to pass the exams of the other lessons, which you didn't take in your ex-division. So it is absolutely vital that you make the right decision. You'd better talk with a counselor in the second term of your first year. And you should follow the system changes very carefully. You ought to listen to the ideas of your family and counselor but you must make your own decision in the end.

The second step is enrolling in an OSS course. I advise you not to think very much about which course you will enroll in because in general they actually are the same. So you can choose one according to your location and income. Another decision to make is in which year of high school you should start to go to a course. I went to "Fen Bilimleri Merkezi" in both second and the last year of high school. It was boring to go to a course for two years but on the other hand it was good for me to plan my study program. In fact, it is a good idea to decide it according to your personal circumstances.

The third step is studying for both OSS and school. In OSS there aren't any questions from the second and the last year of high school. But you shouldn't give up studying for school lessons because your high school grade in Turkey also has a big effect on your OSS scores. You shouldn't give up studying for school completely. Just listen to your teachers carefully.

They will be giving you the clues for the exams. Also I can add, “studying at home” stage to the studying step. You continue to study at home. These days are very important because you have more time to study and the exam day is coming. So you should always study according to your program.

The next step is finally taking the exam. Although I went out on the day before the exam, I couldn’t sleep all night. I was excited. So I advise you to overcome your excitement if you can. A good sleep is going to be an advantage to you. You should have breakfast and check the documents necessary for the exam. Also you’d better see your exam building a few days before so as not to get lost and panic on the exam day. During the exam you must try to be as calm as possible. You can take a deep breath and start answering the questions. After the exam you should at least be able to say that you have done your best.

The last step is making your choice. You get an exam score and you’ll make choices. You must be realistic according to your score but also you shouldn’t lose sight of your aims. You ought to consider all the conditions while you are making your choices. You should answer questions like “Can I stay in a dormitory?” or “Can I be happy if I choose this department?” I believe this is one of the hardest steps so you should talk with your family and counselors before you make a decision. After making your choice, you start to wait for the news from ÖSYM. During this waiting period it’s a good idea to go on a holiday if you can. Finally, you get the results.

In conclusion, after following all these steps, luckily all my efforts had a happy end. I reached one of the most important goals in my life. And I believe that by following these steps in the OSS marathon you can make one of your dreams come true too!



## AUDIENCE COMMENT PAGE

**WRITER** \_\_\_\_\_

**READER** \_\_\_\_\_

1. What is working for you as the audience for this piece of writing?
2. As the audience, what do you need clarified or want to hear more about to make you more interested what the writer has to say?
3. Do you have any questions for the writer?

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# Writing Week 2, Lesson 2

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME:** Introduce Yourself to the Early Childhood Education World – Writing Week

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Edit student writing.
- 

### MATERIALS

For Activity #1:

- Teacher Resource (attached): Make one copy for the teacher.  
*Activities for Teaching Writing Skills*

For Activity #2 & 3:

- Handout: Make one copy of each paragraph for each student.  
*Two student paragraphs typed up with all the grammatical and spelling mistakes intact*
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. You can insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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### ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
  - Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
  - Put students into three or four teams and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
  - Choose a member from one team to come up to the board, underline a problem, and correct it.
  - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
  - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
  - Go around to all the teams and have a different student come to the board and repeat the process.
  - Keep team scores on the board until all the issues in the paragraph have been corrected.
-

### ACTIVITY #3: Editing Game #2 - 40 minutes

- Have students form new teams.
  - Repeat the Editing Game described above with a different paragraph of student writing.
- 

### HOMEWORK

**COMPLETE:** Choose and assign grammar homework that will address the class's significant grammar issues.

**TEACHER REMINDER:** Be prepared to hand back the full packets of the students' essays, the student *Audience Comment Pages*, and your *Audience Comment Page* from Week 1, Lesson 4.

# **ACTIVITIES FOR TEACHING WRITING SKILLS**

Adapted From *The Intensive GED Curriculum*

Written by Stephanie Sommers

Published by Women Employed

The purpose of these activities is to help students learn to:

- Clearly define a sentence.
- Learn the rules of punctuation.
- Recognize noun/verb agreement.
- Be able to edit paragraphs with multiple problems.
- Be able to analyze questions and answers on a GED Writing Skills Practice Test.

This excerpt is organized so that teachers can use any individual exercise to teach or reinforce students understanding and application of the rules of grammar, punctuation, and the conventions of Standard English.

Teachers should use supplementary texts to back these lessons with materials that support student weaknesses. Contemporary's GED Test 1: Writing Skills is recommended, but there are a variety of other GED grammar texts that can be useful. Supplement class work and GED preparation with homework that targets specific student needs.

## **Competencies**

Through the use of these activities, students should learn to:

1. Identify nouns, verbs, and adjectives.
2. Recognize and capitalize proper nouns.
3. Identify subjects and predicates, and differentiate between whole sentences and sentence fragments.
4. Use the six comma rules correctly.
5. Use semicolons and colons correctly.
6. Correlate nouns and verbs for agreement.
7. Use both the active and passive voice.
8. Use possessive nouns and pronouns correctly.
9. Improve spelling.
10. Take GED Writing Skills Practice Tests.

## 1. Identify nouns, verbs, and adjectives.

**Materials.** Find or create:

- A list of increasingly complex sentences with multiple nouns, verbs, and adjectives.
- Two short readings.

### Activity Description.

- To get students limbered up, use the following surprise exercise:
  - Ask: What is a noun?
  - Have students call them out all at once or go around and have each student say one at a time – but fast. Challenge students by saying, “Name 5,000 nouns. Go!”
  - Repeat procedures as above.
    - Ask: What is a verb? “Name 5,000 verbs. Go!”
    - Ask: What is an adjective? “Name 5,000 adjectives. Go!”
- Pass out a short reading.
- Have students quickly underline all the nouns. Give them only a few minutes and make them stop when the time is up. Again, challenge them by saying, “On your mark, get set, go!”
- Go around the room and have each student tell you the number of nouns in the reading; mark these numbers on the board.
- Repeat the procedure for verbs and adjectives; mark down the numbers.
- Go through the reading and identify first the nouns, then the verbs, and then the adjectives to verify the counts.
- Write one of the prepared sentences from the materials list on the board.
- Write one of the multi-noun/verb/adjective sentences on the board.
- Write each student’s name on the board in a place where you can keep score.
- Ask: How many nouns are in this sentence?
- Go around the room for each student’s number; write number next to student name.
- Ask: How many verbs are in this sentence?
- Mark students’ numbers down again.
- Repeat for adjectives.
- Go back to nouns; say, “The correct number is \_\_\_\_\_.”
- Go around the room to have the students pick out one noun at a time; underline them as you go.
- Repeat the same procedures for verbs and adjectives, but circle verbs and put a box around adjectives.
- Repeat these procedures for all the sentences.
- Give a short reading for homework; have students underline nouns, circle verbs, put quotes around adjectives. Students should also count the number of nouns, verbs, and adjectives.

## 2. Recognize and capitalize proper nouns.

**Materials.** Find or create a reading with proper nouns that are not capitalized.

### Activity Description.

- Have students line up at the board; have them each write a proper noun and pass the chalk.
- Ask:
  - What is the rule for proper nouns?
  - Were all of these proper nouns written correctly?
- Give out a reading which has proper nouns that are not capitalized; have students correct the reading; have them go fast.
- Ask:
  - How many errors are in the first sentence?
  - Ask one or more students to answer. Then ask others: Is that correct?
  - What are the errors?
- Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns; have them each give their paragraph to another pair to correct; then have the authors correct their corrected paragraphs.

## 3. Identify subjects and predicates; differentiate between whole sentences and sentence fragments.

**Materials.** Find or create:

- A list of mixed full sentences and sentence fragments.
- Blank index cards.

### Activity Description.

- Pass out the list of mixed full sentences and sentence fragments; have students check off the full sentences.
- Ask:
  - What is a sentence?
  - What is a subject? (The noun the sentence is about the subject.)
  - What is a predicate? (The rest of a simple sentence; it comes after the subject.)
  - What is always in the predicate? (A verb.)
  - What are the two requirements to be a sentence? (A noun and a verb.)

- Go over these questions again and have students repeat the answers loudly together.
- Ask a student for a full sentence from the list; write the sentence on the board; have students identify the subject, predicate, and verb in the sentence; write the skeleton sentence.
- Continue with these procedures to identify all the full sentences in the list.
- Have students find a partner and give each pair a set of six blank index cards; have them write three full sentences and three fragments on the cards.
- Have a representative from a pair choose a card from those written by the pair on their left; write the contents of the card on the board.
- Ask the student: Is this a sentence? How do you know?
- Give a point for each correct answer.
- Ask the class to reply in unison:
  - What are the two requirements to be a sentence?
  - Does it have a noun for a subject?
  - Does it have a verb in the predicate?
- Repeat these procedures until it is clear that students grasp the concept.

#### **4. Follow the six comma rules.**

- Explain that commas separate phrases that add information from the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
- Write “she fell asleep” on the board.
- Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one.
- Put another simple sentence on the board.
- Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one.
- Repeat this procedure and have students put phrases that add information in the middle of the sentence; show where the comma goes for each one.
- Put a different sentence on the board; put students into pairs.
- Have pairs write phrases that could add information in the front, middle, or end of the sentence.
- Have a representative from each group come to the board and add a phrase; give a point to each group that punctuates the sentence correctly with a new phrase.
- Continue until it is clear that all students understand how to use commas in this context.



- Introduce the first 3 comma rules:
  1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
  2. Commas go around a prepositional or verb phrase that is in the middle of sentence.
  3. Commas go before a prepositional phrase that is at the end of a sentence.

### **Comma Rule #1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.**

**Materials.** Find or create a list of sentences with introductory phrases, but no commas.

#### **Activity Description.**

- Pass out list of sentences; do one as a class to model the exercise; have students insert the commas after the introductory phrase.
- Go around the room and ask each student the following list of questions:
  - What is the main sentence?
  - What is the introductory phrase?
  - Where does the comma go?

### **Comma Rules #2. Commas go around a prepositional or verb phrase that is in the middle of sentence.**

**Materials.** Find or create:

- A list of sentences with phrases in the middle, but no commas.
- A list of sentences with phrases at the end, but no commas.

#### **Activity Description.**

- Pass out the list of sentences; punctuate one as a class to model the exercise.
- For each student, ask:
  - What part of the sentence is added?
  - Where do the commas go?
- Divide students into two teams.
- Have one student from the first team come up and write a sentence on the board.
- Have a student from the second team add a prepositional phrase in the middle of the sentence.
- Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.
- Review what is on the board and ask students for corrections; note any additional corrections.

- Repeat these procedures for **Comma Rule #3: Commas go before a prepositional phrase that is at the end of a sentence.**

### **Comma Rule #4. Place commas between all items in a list of 3 or more.**

#### **Materials.** Find or create:

- Index cards with questions whose answers will elicit sentences with lists in them.
- A list of sentences with lists in them, but no commas.

#### **Activity Description.**

- Present Comma Rule #4:
  - Lists must be of like objects or actions.
  - The last item in a list has the word “and” or “or” before it.
  - Example: She liked apples, bananas, and cherries.
- Ask students to make a clicking noise with their tongues.
- Ask students to make “pppputttt” sound with their lips.
- Explain that the clicking noise is a comma and a “pppputtt” sound is a period.
- Deal out one index cards to each student that will elicit a list as an answer.
- Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.
- Pass out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- For each question, ask:
  - How many items are in the list?
  - Do you need to use a comma?
  - Read me the sentence with the correct punctuation.
- Inform students that Oxford commas won’t appear in some of the sources they read (newspaper articles), but the students should still use them.

**Comma Rule #5. Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” and “so” when combining two full sentences into a single compound sentence.**

**Materials.** Find or create:

- A list of paired sentences that could be joined with a comma and one of the words highlighted in comma rule #5. Mix into this list other pairs where one is a fragment and one is a sentence.
- Index cards with the linking words (and, but, yet, or, nor, for, so) written on separate cards.
- Blank index cards.

**Activity Description.**

- Present Comma Rule #5.
- Pass out the list of sentences; have students put checks by the pairs of sentences and Xs by the fragment and sentence pairs.
- Identify these differences as a class.
- Have students find a partner and pass out the blank index cards; assign sets of paired sentences; have the partners write each individual sentence on a separate card.
- Write the linking words on separate cards as well.
- Take all the sentences, mix them up, and lay them face-up on the table; lay out the linking words at the top.
- Put students on two teams.
- Ask first one student from one team then another student from another team to combine two sentences and a linking word into a single sentence; have blank cards available if students want to write their own sentences to link up with the prewritten ones.
- Ask each student:
  - Where does the comma go?
  - Why?
- Ask the class:
  - Is that correct?
- Give one point to the team for each correct answer.

**Comma Rule #6 and Semicolon Rule #1.** Place a semicolon before and a comma after the following words when used to connect two sentences: “moreover”, “furthermore”, “in addition”, “however”, “nevertheless”, “therefore”, “consequently”, “otherwise”, “for instance”, “for example”, and “then”.

**Materials.** Find or create:

- Index cards with the linking words for Comma Rule #6 written on them. Each word(s) should be written on a separate card.
- Blank index cards.

### **Activity Description.**

- Present Comma Rule #6. Tell students that while practicing comma rule #6, they will also be learning semicolon rule #1.
- Put students into pairs and deal out the cards; have each pair write three compound sentences using their given word.
- Have each group write a compound sentence on the board.
- Ask the class what the linking word means and check with them to see if the punctuation is indeed correct.
- Give each team two blank index cards; have them write pairs of sentences on each card WITHOUT linking words.
- Make sure the linking words are on the board.
- Put the cards in a deck; have pairs pick cards; have them come to the board and link the sentences with correct linking words and punctuation.
- Ask:
  - Is the first part a sentence?
  - Is the second part a sentence?
  - Is this a good linking word for these two sentences?
  - Is it punctuated correctly?

## Comma Rule Practice:

**Materials.** Find text from a book with lots of commas.

### Activity Description.

- Pass out a copy of some text from a book (your choice) with lots of commas in it.
- Ask students to circle all the commas in the text.
- Have them write the number of the relevant comma rule next to each.
- Divide students into pairs to review and correct each other's work.
- Read each sentence aloud and go around the room to have different students tell you the comma rules applied in each.
- For each comma, ask:
  - What comma rule does this use?
  - Is that answer correct?
  - Does anyone have a different answer?
  - Which is the correct answer?
  - Why?
- Repeat this exercise as necessary.

## 5. Use semicolons and colons correctly.

### Activity Description.

#### **Semicolon Rule #2.**

- Remember that semicolon rule #1 is combined with comma rule #6.
- For semicolon rule #2, ask:
  - What is a semicolon?
  - When do you use semicolons?
- Tell students that semicolons mean: I know a period goes here (point to the “period” in the semicolon), but these two sentences are so related that I want you to read it as if it were only a comma (point to the “comma” in the semicolon).
- Repeat this definition with the pointing many times.
- Give some examples on the board.
- Show how this logic was already used in Semicolon Rule #1.
- Have students all make a clicking noise together. This noise will represent a semicolon.
- Tell students to choose a partner, and have partners write five pairs of closely related sentences.
- Have them switch sentences with another group and correctly punctuate the new set of sentences.
- Have them read their sentences aloud using the correct noise for semi-colons.

#### **Colon Rule: Use colons after a complete sentence that presents a list.**

- Present the Colon Rule.
- Tell students that colons mean, “I know a period goes here (point to one of the periods), but here comes a list. Emphasize that colons can only be used after a sentence.”
- Put a variety of examples on the board.
- Put students in pairs to make up six full sentences that prepare for a list.
- Have a student put a sentence on the board and a student from another pair QUICKLY come to the board to write a list with the correct punctuation.
- Ask for each:
  - Is the first part a sentence?
  - Is the colon in the right place?
- Are the commas in the right places? Are any commas missing?

## 6. Correlate nouns and verbs for agreement.

**Materials.** Find or create:

- Index cards with singular and plural verbs from the following tenses. Each card should contain a single verb conjugated in all these tenses:
  - Present (play, plays).
  - Present continuous (is/are playing).
  - Past continuous (was/were playing).
  - Present perfect (has/have played).
  - Past perfect (had played).
  - Future (will play).
  - Future perfect (will have played).
- List of time-specific sentences.

### Activity Description.

- Put students in pairs; deal out cards.
- Put the names of the tenses on the board.
- Have students give examples of sentences in each tense.
- Have each pair “play” a card by: 1) putting the verb on the card in a sentence, 2) identifying the verb tense, and 3) identifying other words in the sentence that identify the tense, if there are any.
- Give a point for each “right” answer after asking:
  - What is the sentence?
  - What tense is the sentence in? How do you know?
  - What words in your sentence tell you that this is the correct tense?
- Record words that identify each tense on the board as they come up.
- Put a sentence on the board; put students into pairs; assign each pair a tense; go around the room and have the different pairs say the sentence in their tense.
- Rotate tenses among the pairs; put another sentence on the board.
- Rotate until all groups have worked with all the tenses.
- Put a time-specific sentence on the board; have the student pair assigned to that tense say the correct sentence.
- Do a series of sentences in this way.
- Put students on teams to create 10 time-specific sentences; have a representative from a team put the sentence on the board leaving out the verb; have a representative from the other team fill in the sentence; give points for correct answers.

## 7. Practice Using an Active Voice.

**Materials.** Find or create:

- A list of sentences in the passive voice.
- A hat and scissors.
- A paragraph with a variety of voice problems.

### Activity Description.

- Write a sentence in the passive voice on the board.
- Ask:
  - Which noun is the doer in this sentence?
  - Which noun is just letting things happen to it?
  - How would you rewrite this sentence to make sure the noun that is the doer takes responsibility for its actions?
- Write an active voice sentence on the board; ask students to rewrite it in the passive voice.
- Divide students into teams and have each team write five active voice sentences and five passive; encourage the sentences to be wild.
- Have students cut the sentences into separate strips and put them in a hat.
- Have each student choose a sentence from the hat.
- Have each student read the sentence and then “translate” it into the opposite voice.
- Give a point to each team that does it correctly.
  
- Pass out the paragraph.
- Have students underline and correct words in the wrong voice.
- Put students in pairs to check each other’s answers.
- Go over the answers as a class.



## 8. Use possessive nouns and pronouns correctly.

**Materials.** Find or create:

- A list of mixed sentences using its/it's, whose/who's, your/you're, their/there/they're.
- A set of index cards with each of the words above written on them.
- Blank index cards.

### Activity Description.

- Write on the board: its/it's, whose/who's, your/you're, their/there/they're.
- Read sentences from the list aloud; have different students pick the right word and explain their answers.

## 9. Improve spelling.

**Materials.** Find or create:

- A list of spelling words on p. 285-289 in Contemporary's Test 1.
- Blank index cards.

### Activity Description.

- Pass out the list of spelling words.
- Put students into two teams; give them each 15 cards; have each team pick 15 words they think are the hardest for the other team to spell and put them on the cards. Also have students study the words to prepare for the spelling bee.
- Have each team gather their cards together; have a representative of one team pick THEIR OWN card; have them read it aloud; have a representative of the other team spell the word; if it is incorrect, go back and forth between the teams until someone gets it correct.
- Give five points if the first student asked gets it right, four if the second, etc.
- Have a representative from the second team pick a card from THEIR OWN deck and continue as above.

## 10. Take GED Writing Skills Practice Tests.

**Materials.** Find a series of single readings with questions from GED Writing Skills Practice Tests.

### Activity Description.

- Pass out a reading and questions from a GED Writing Skills Practice Test.
- Write “Punctuation, Noun/Verb Agreement, Spelling” on the board.
- Use the following procedure to “take” this portion of the test:
  - Have students:
    - Read the passage carefully and underline those words or phrases where they think something is wrong.
    - Read the question and make the correction if they can BEFORE they read the possible answers.
    - If they know they are right, circle the answer.
    - If they aren’t sure, cross out answers they know are wrong and circle their answer.
    - Write “Punctuation,” “Noun/Verb Agreement,” OR “Spelling” next to each question to designate the kind of problem being tested.
- Go over the tests.
  - Ask: How many underlines did you make in the reading?
  - Go around the room and have each student give their numbers.
  - Ask:
    - Who could correct the problem before reading the answers?
    - Who used the process of elimination?
    - What is the answer?
    - Is that the correct answer?
    - How do you know?
    - What was the problem: punctuation, noun/verb agreement, or spelling?
  - After going over all the questions , ask:
    - How many of the places you underlined in the reading turned out to be questions asked in the test?
    - What area (punctuation, noun/verb agreement, or spelling) are you strongest in?
    - What area are you weakest in?
  - Give homework assignments based on expressed weaknesses.
  - Repeat these procedures for subsequent readings and questions from GED Writing Skills Practices Tests.

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Source: Adapted from *The Intensive GED Curriculum, 2002* written by Stephanie Sommers for Women Employed.

# Writing Week 2, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Introduce Yourself to the Early Childhood Education World - Writing Week**

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Create a rewriting plan.
  - Write with a Partner Audience
- 

### MATERIALS

#### For Activity #1:

- Teacher Resource: Make one copy of an activity for the teacher.  
*Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2)  
Note: Teachers may choose to use a different grammar text.

#### For Activity #2:

- Student Work: Hand back student essays from Week 1, Lesson 4 with *Audience Comment Pages* from teacher and two students.
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. You can insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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### ACTIVITY #2: Create a Rewriting Plan - 40 minutes

- Hand back student essays with the three *Audience Comment Pages*: two from students and one from you.
- Have students read through all the comments.
- Ask:
  - What is your response to all the feedback?
  - What kinds of rewriting ideas do you have? Write their rewriting ideas on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies will you use to get your reader interested in your topic?
- Have students get into their original evaluation groups to pass around their essays and evaluations to the left as before. Students should read for how the teacher’s comments compare and contrast with classmates’ comments.
- Have students talk through their rewriting plans as a group.

- As a class, have students talk through some of their writing plans and strategies while you write some of these approaches and strategies on the board.
  - Tell students to write down their rewriting plans in note form.
- 

### ACTIVITY #3: Writing with a Partner Audience - 40 minutes

- Tell students to get out their notebooks and prepare to do another Writing Conversation.
  - Write the following questions on the board:
    - What is your plan to improve the opening of your essay? How can you get your reader's attention?
    - What is your plan to improve other portions of your essay?
    - What is your plan to improve the grammar and spelling in your essay?
  - Put students into pairs.
  - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner.
  - The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
    - Penmanship.
    - Spelling.
    - Grammar.
  - Have students repeat this process until all three questions on the board have been answered.
- 

### HOMEWORK

**WRITE:** Have students develop an initial rewrite of the four-paragraph essay. Students are to bring in an easy-to-read hard copy of the assignment for the next class that they have handwritten, or, even better, have printed out from a computer.

**COMPLETE:** Choose and assign grammar homework that will address the class's significant grammar issues.

# Writing Week 2, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Introduce Yourself to the Early Childhood Education World - Writing Week

Class to be held in the Technology Lab



### OBJECTIVES

- Learn to describe the writing process.
- Begin the rewriting process on the computer.

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### MATERIALS

#### For Activity #2:

- Student Work: Students should bring hard copies of their homework writing assignments.

#### For Homework:

- Handout (attached): Make one copy for each student.  
*How to Become a Preschool Teacher*  
<http://www.earlychildhoodeducationzone.com/become-a-preschool-teacher/>

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### ACTIVITY #1: Describe the Writing Process - 40 minutes

- Tell students they are going to do another short Writing Conversation so they can write a full paragraph they can read aloud to the class.
- Write the following questions on the board and then have an open discussion with students, asking:
  - Is this writing process different than other writing processes you have been through in the past?
  - What have you learned about your writing from this first writing assignment?
  - What skills do you think have improved?
  - What skills do you need to work on?
- Have students pair up for a writing conversation. Students should write their answer to the first question at the top of their paper. Then, students should hand their paper to their partner. Partners should ask for clarification if needed and then write their own answer to the second question. Students should continue this process of writing one answer and switching papers until all questions have been answered.
- When students have generated material in response to all the questions, they should write a paragraph that includes answers to all the questions, a topic sentence, and a description of what that topic sentence means. The questions themselves should not be repeated in the body of the paragraph.
- Go around the room and have all students read their paragraphs aloud.

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### ACTIVITY #2: Begin the Rewriting Process on the Computer - 80 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
- Give students class time to begin rewriting.
- Encourage students to focus on one paragraph at a time.

- Tell students they will be able to finish their rewrites for homework.
- 

### **HOMEWORK**

**READ:** Have students read *How to Become a Preschool Teacher* (attached). Then, have them underline the important facts that will help them summarize the information in the article.

**WRITE:** Have students write in their journals and answer the following questions:

- Do you see yourself becoming a college student soon?
- What part of that possibility excites you?
- What part makes you feel anxious? Why?

## How to Become a Preschool Teacher

Source: <http://www.earlychildhoodeducationzone.com/become-a-preschool-teacher/>

### How Do I Become a Preschool Teacher?

Do you enjoy being around small children? If so, preschool teaching can be a rewarding and fulfilling career. While there are training and educational requirements, these prepare you to perform in a competent and caring manner as an early childhood educator.

### Educational Requirements and Processes

The requirements for teaching preschool vary according to the setting in which you want to work and how far you want to advance in your career. The minimum requirements for being a preschool teacher in a home daycare environment or a private preschool environment are a high school diploma and a certificate in early child education. However, this can be very limiting. Most employers prefer more-postsecondary education and public preschools require it.

Many people who make a career out of preschool teaching work in Head Start or a public school program. These programs tend to pay better than private preschools and home daycares, but they also require a higher level of education and professionalism. Half of all Head Start preschool teachers must have a bachelor's degree; the remainder have an associate's degree. If this degree is not in early child education or child development, the preschool teacher must have experience teaching young children.

Public schools have even more stringent requirements. Almost all preschool teachers in public schools have a bachelor's degree in early child education or a related field. Many programs, regardless of the type and the amount of education required, also require that preschool teachers have experience either from a practicum in their education or from working as an assistant in a preschool program.

As in many fields, completing training and education in preschool teaching leads to higher pay and more career options. People who have completed a university degree also have more of the skills needed to successfully teach children and manage a classroom. Preschool teaching is a challenging job, so having additional education and skills is a benefit.

### Course Content of a Preschool Teacher's Education

Whether they seek a certificate, an associate's degree, or a bachelor's degree, there are skills that every preschool teacher learns in their education. First and foremost, a preschool teacher must understand child development. It is crucial to understand a child's stage in development so you can meet their needs and deal with their challenges. In addition, preschool teachers learn how to teach small children. This is usually very fun, as small children learn mainly through play and other entertaining activities. One of the benefits of being a preschool teacher is that you get to spend a great deal of your day in play and other creative activities.

In addition to the skills needed to work well with preschool-aged children, preschool

teachers also learn how to manage a classroom and document according to legal requirements. Most preschool teachers perform routine assessments of their young students so they can identify and serve their students' needs. In addition, there are ways to design a classroom and develop policies that make the classroom an enriching and educational environment. Preschool teachers must have good social skills, both for showing students a good role model and for communicating effectively with parents. As a student completes a degree in early child education, they will learn all of the things they need to teach and manage children while creating a classroom where children can learn.

### **Career Opportunities in Preschool Teaching**

The overall outlook for preschool teaching is very positive. According to the Bureau of Labor Statistics, there were more than 438,000 preschool teaching jobs last year. In addition, the field is growing faster than average, which means there will still be jobs for people who choose to begin their education now.

The average salary for a preschool teacher is \$13.04 an hour, or more than \$27,000 a year. However, there is a wide range for incomes in this field. While preschool teachers in home daycares make less than the average salary, a public preschool teacher with a bachelor's degree will make over \$40,000 a year plus benefits on average. In addition, preschool teachers at public schools work on ten months of the year, with two months off in the summer. Preschool teaching can be a well-paying career for people who get the education needed for higher level jobs.

The number of jobs in preschool teaching is expected to grow as more and more children attend early childhood education programs to prepare for higher public school standards. Growth is projected for at least the next ten years.

### **Average Daily Life of a Preschool Teacher**

While many people assume that preschool teachers spend their days playing, preschool teachers have a very complicated and demanding job. Young children learn through play, so a preschool teacher has to plan activities that are educational and interesting enough for the youngest students.

A preschool teacher must know the concepts that are needed for a child to succeed in kindergarten and how to present these concepts so children learn them. In addition, they must teach students how to explore their world in a variety of ways. Children who attend preschool need foremost to learn language, reasoning, and social skills while working on age appropriate motor skills. A preschool teacher is responsible for knowing all of the things a young child must learn and helping each student to develop this knowledge through one-on-one and group activities. This huge range of activities and needs must be planned into a single day.

A preschool teacher's day is planned to meet these goals. Although days vary from program to program, most follow a basic pattern. Teachers arrive early to prepare their classroom for the day. Children arrive at a set time and the teacher greets them and has an activity to entertain them while the rest of the students trickle in. When the whole class has arrived,



the teacher has circle time. Most preschool circle times have songs, a review of the calendar and weather, and brief teaching about letters, numbers, and other concepts. Children who have birthdays or other special events are recognized before circle time is over.

After circle time, children usually have table time, in which they do a craft or educational activity that the preschool teacher has planned and prepared in advance. When this is complete, they have free play, either outside or inside. Throughout this busy morning, preschool teachers also give the children a healthy snack and read at least one book. Then it is time to lead the children in cleaning up and then eating lunch.

After lunch, the children prepare for nap time. The teacher usually dims lights and puts on soft music. Some children sleep; others lay quietly and rest at this time. After nap time, there is a snack, more free play, and finally time for parents to arrive. The teacher talks to each parent as they arrive, telling them how the child's day was. Any educational or behavioral concerns are addressed. When the children have left, the preschool teacher can pick up the classroom and plan for future activities.

A preschool teacher's day is busy and involves constant activity. However, most preschoolers love their teachers and are eager to learn. This is a very satisfying job for people who enjoy small children.

### **Career Paths in Preschool Teaching**

There are many different career paths for a preschool teacher. People who enjoy teaching and have a bachelor's degree or more can become supervisors of a preschool or even open a preschool of their own. If a preschool teacher completes graduate school, they can teach early child development at a university. In addition, people who have a degree can get additional certifications that allow them to teach in a special needs or therapeutic daycare. There are a variety of options in preschool teaching for people who wish to make it their career.

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# Reading Week 3, Lesson 1

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week

#### OBJECTIVES

- Review homework article.
  - Introduce Early Childhood Education Career Pathways.
  - Evaluate the two Early Childhood Education Career Pathways and make your choice.
- 

#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*How to Become a Preschool Teacher* (attached to Week 2, Lesson 4)  
<http://www.earlychildhoodeducationzone.com/become-a-preschool-teacher/>
- Classroom Resource: Flip chart paper and markers.

##### For Activity #2:

- Online Resource (attached): Project on screen for class.  
*Illinois Career Pathways Graphic*  
<http://64.107.108.147/programsofstudy/images/ClusterModel.jpg>
- Handout (attached): Make one copy for each student.  
*Spring 2016 City Colleges of Chicago: Early Childhood Education (ECE) Career Path*
- Handout (attached): Make one copy for each student.  
*Knowing the Difference Between the Types of Associate Degrees*

##### For Homework:

- Handout (attached): Make one copy for each student.  
*5 Reasons You Should Become a Preschool Teacher*  
<http://online.csp.edu/blog/education/5-reasons-you-should-become-a-preschool-teacher>
- 

#### ACTIVITY #1: Review Homework Readings - 40 minutes

- Tell students they are going to work on their summarizing skills using the homework article. The information in this article will give them a good general context for learning more about the career paths available at City Colleges.
- Divide students into four groups and assign them one of the following topics from the homework article:
  - Educational Requirements and Processes
  - Course Content of a Preschool Teacher's Education
  - Career Opportunities in Preschool Teaching
  - Average Daily Life of a Preschool Teacher
- Tell the groups they are going to present a summary of their section to the class. Their audience for this summary is someone who has not read the article but really needs the information from the article to think about early childhood education as a career. Therefore, their summary must be clear and have the most important facts in order to be helpful. Also, make sure that the summaries are in their own words.

- Give each group a piece of flip chart paper and a marker. Ask each group to:
  - Identify the most important information in the section.
  - Take clear notes on those facts.
  - Prepare the flip chart paper with a title and a listing of the facts their audience most needs to know. Students can talk about more than what is on the flip chart paper but the flip chart paper must relate the basics.
  - Give different team members different roles in preparing for and/or presenting the summary.
- Before students give their summaries, remind the students who are listening that they are the audience who has NOT read the article and that they are trying to get the most important information from it through this easy to understand set of presentations.
- Have groups give their presentations.
- After each presentation, ask:
  - Did this group give the presentation in their own words?
  - Was the presentation clear and easy to understand?
  - Did you, as the audience, get the information you needed?

## ACTIVITY #2: Introduce Early Childhood Education Career Paths in Early Childhood Education - 50 minutes

- Tell students they are now going to look into the details of getting into the early childhood education field through the college-level programs at City Colleges.
- Ask students if they have any facts about the early childhood education college-level programs. Write these on the board.
- Write the following on the board:
  - Career Cluster.
  - Career Pathway.
  - Stackable Credentials.
  - Certificate.
  - Associates Degree.
  - Prerequisite.
  - Transfer Degree.
  - Occupational Degree.
- Ask students if they know the definitions of these words. Don't write up their responses and don't give their meanings. Tell students they will return to these words after they look at the materials to see if they are clear on the definitions.
- Project the *Illinois Career Pathways Graphic*. Ask:
  - What are the five Career Technical Education areas? Can someone please read them? (Answer: (1) Business, Marketing, and Computer Education; (2) Technology and Engineering Education; (3) Family and Consumer Sciences; (4) Health Sciences Technology, and (5) Agricultural Education.)
  - What are some examples of Career Clusters in the:
    - Business, Marketing, and Computer Education area? (Answers include Government & Public Administration, Marketing, Finance)
    - Technology and Engineering Education Area? (Answers include Manufacturing, Architecture, and Construction)
    - Health Sciences Technology? (Answers include Health Science)
    - Family and Consumer Sciences? (Answers include Agriculture, Food, and Natural Resources)
  - What are some Career Pathways in Hospitality and Tourism? (Answers include Lodging) Ask this question for different career clusters excluding Education and Training).

- What are the Career Pathways in Education and Training? (Answers include Teaching/Training)
- What is the Career Pathway that we will be looking at for early childhood education at City Colleges? (Answer: Human Services)
- Ask:
  - What do you think Essential Knowledge and Skills means?
  - What is the definition of a Career Cluster? Write this on the board.
  - How is this different than a Career Pathway?
- Project and pass out the *City Colleges of Chicago: Career Paths in Early Childhood Education* graphic.
- Tell students that these are the early childhood education career pathways at City Colleges. This is the central document that the class needs to work on to understand more about early childhood education at City Colleges.
- Ask:
  - What does the blue box stand for? (Answer: The Early Childhood Education Bridge.)
  - How many weeks does this Bridge take to complete? (24 weeks.)
  - What are the certificates and degrees that are available as part of the college-level career path? (Answers include Preschool Basic Certificate, Preschool Advanced Certificate.)
  - Which ones happen at City Colleges? (Answer: Basic Certificate, Advanced Certificate, and Associate.) Which one does not? (Answer: Bachelors.)
  - What does the green set of boxes represent? (Answer: Occupational Degree Pathway.)
  - How about the orange? (Answer: Transfer Degree Pathway.)
- Project the *Knowing the Difference Between the Types of Associate Degrees* slide.
- Ask:
  - How many kinds of transfer degrees are there?
  - What does AS and AA stand for?
  - What are the differences in the kinds of classes you take for a Transfer Degree and an Occupational degree?
  - What do you think are the advantages of a Transfer Degree? What are the advantages of an Occupational Degree?
- Project the *City Colleges of Chicago: Career Paths in Early Childhood Education* graphic, again. Tell students they are going to look closely at the Occupational Degree Pathway. Ask the following questions for the first green box:
  - How long does it take to get a Preschool Basic Certificate?
  - How many credit hours?
  - What jobs can you get with a Preschool Basic Certificate?
  - How much do they pay?
- Where do you find something that says “Gateway Level Credential?”
  - Where can you find information about what “Gateway Level Credentials” are?
  - How do you know that the description at the bottom of the page is the definition?
  - What do you call the little star symbol (\*) next to each “Gateway Level Credential” in each box?
  - Why is that little symbol in front of the paragraph at the bottom of the page?
    - Ask someone to read the (\*) paragraph out loud, and ask:
      - What does this paragraph mean?
      - What does “prerequisite” mean?
      - How can Gateway Level Credentials help you get employment?
- Repeat this set of questions for the Advanced Certificate and AAS Degree. Then ask:
  - Can you get a BA with an AAS in early childhood education?
  - What schools can you go to with an AAS?

### ACTIVITY #3: Evaluate the Two Pathways and Make a Choice - 30 minutes

- Meet as a class to:
    - Define the words on the board (Career Cluster, Career Pathway, Stackable Credentials, Certificate, Associates Degree, Prerequisite, Transfer Degree, and Occupational Degree).
    - Describe the Transfer Pathway.
    - Identify pros and cons of both Pathways and who would be a good fit for each.
    - Decide which pathway makes sense for them.
- 

### HOMEWORK

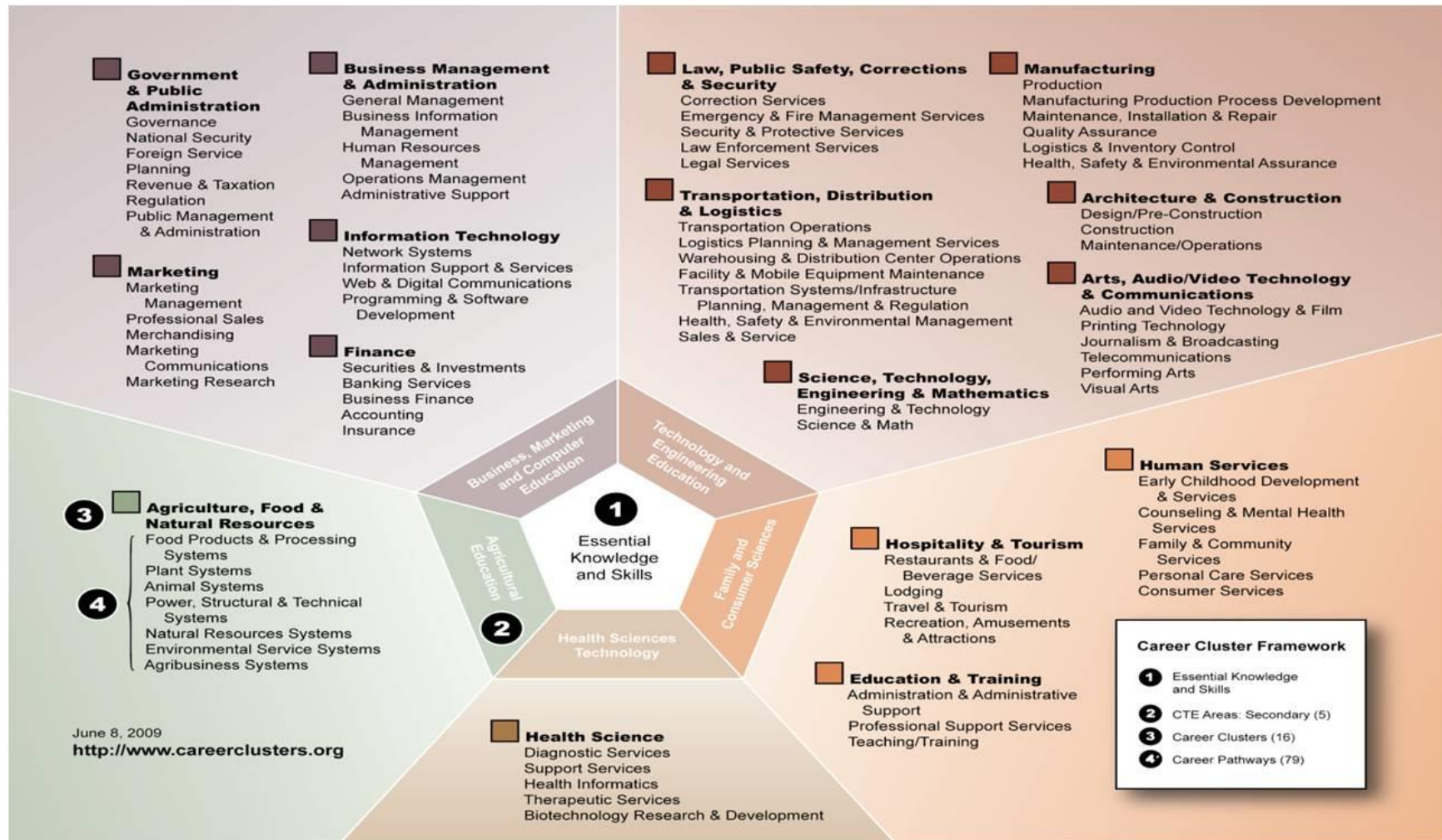
**READ:** Have students read *5 Reasons You Should Become a Preschool Teacher* (attached). After reading the article, tell students to:

- Underline important facts.
- Put a number from 1 – 5 that show the importance of each reason to them.

**WRITE:** Have students write in their journals and answer the following questions:

- Describe the pathway that you think would fit your interests best.
- What are the reasons for your choice?
- How many stackable credentials are you interested in completing? Why?

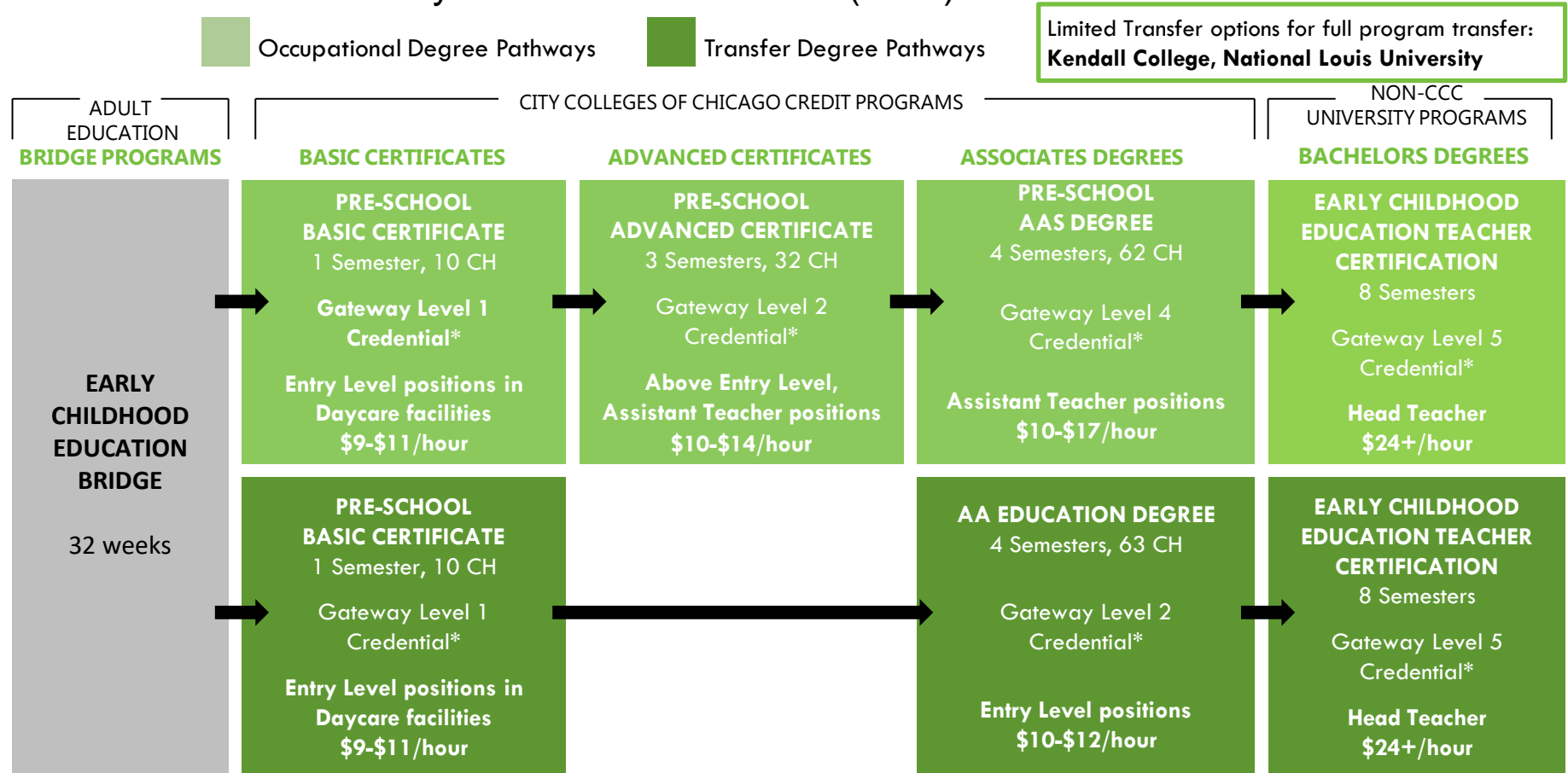
## Illinois Career Pathways Graphic



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# Spring 2016 City Colleges of Chicago: Early Childhood Education (ECE) Career Path



\*Gateway Level Credentials are symbols of professional achievement that validate knowledge, skills and experience. Gateways credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and development. They are required for varying Circles of Quality in ExceleRate Illinois and can be used as a prerequisite of employment in early learning programs.

Many options including: **DePaul, Northeastern, Loyola, Roosevelt, St. Xavier, National Louis, Columbia College, etc.**

University of Illinois at Chicago (UIC) has a new Bachelor degree option in the College of Education called Human Development and Learning. Both the Early PreSchool AAS and the AA degrees transfer directly into this program.

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Knowing the difference between the types of Associate degrees and identifying career goals early on is critical for your students!

| TRANSFER   |   | OCCUPATIONAL  |
|--|---|---|
| <b>Associate in Arts (AA)</b>  | <b>Associate in Science (AS)</b>  | <b>Associate in Applied Science (AAS)</b>   |
| <b>60+ credit hours total:</b> <ul style="list-style-type: none"><li>• 38 CH Gen Eds</li><li>• 16 CH electives</li><li>• 8 CH foreign language</li></ul> | <b>60+ credit hours total:</b> <ul style="list-style-type: none"><li>• 39 CH Gen Eds</li><li>• 14 CH math/science</li><li>• 11 CH electives</li></ul> | <b>60-78 credit hours total:</b> <ul style="list-style-type: none"><li>• 15 CH Gen Eds</li><li>• 50 to 75% of CH is required technical core and specialty course work</li><li>• BC and AC may be stackable with AAS</li></ul> |

Source: City Colleges of Chicago



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## 5 Reasons You Should Become a Preschool Teacher

Source: <http://online.csp.edu/blog/education/5-reasons-you-should-become-a-preschool-teacher>

Posted September 3, 2013 | By csponline

Give a child a head start in their education as a preschool teacher—just one of the many careers in child development open to education professionals. Here are five reasons you should become a preschool teacher.

### 1. Early Childhood Education is a growing field.

The Bureau of Labor Statistics (BLS) projects tremendous occupational growth for educators who specialize in early education. In fact, the BLS estimates a 25 percent growth in employment for preschool teachers through the next decade, which is faster than the national average. The driving demand for these teachers is assisted by the expected population increase of children ages 3 to 5. **Preschool teachers** can work in a variety of settings. The top employer of preschool teachers is child day care services, which employ 30 percent of preschool teachers. Elementary and secondary schools employ 12 percent of today's preschool teachers while religious, professional and civic organizations employ another 17 percent.

### 2. You will support the personal, academic, and social development of children.

There are tremendous expectations placed on children entering kindergarten in regards to their academic, social and emotional development. Kindergarten readiness begins in preschool (sometimes sooner) and is crucial to the child's classroom achievement later down the road. Preschool teachers help to support a child's personal, academic and social progress at this crucial stage in their overall brain development. Basic competencies a preschool teacher will focus on in the classroom include the following:

- Social and emotional development
- Physical development
- Language and literacy
- Mathematical thinking
- Scientific thinking
- Social studies
- The arts

Supporting preschool children in these developmental areas will ensure they are prepared and ready for accelerated learning environments and will facilitate an enhanced educational experience.

### 3. You will stand as a role model for young children.

Preschool teachers stand as a notable role model in a child's early life. **Early childhood educators** support children during a pivotal time of academic development and personal growth in and out of the classroom. Preschool is sometimes a child's first time away from their parents for an extended period of time. It can be a scary endeavor for children; however, as a positive and calm preschool teacher, you can help alleviate some of the stress and anxiety often associated with this milestone. Preschool is also often the first time children engage and socialize with other children. As a teacher, you facilitate relationship building exercises that help children bridge social gaps to make new friends and establish social skills.

### 4. No day on the job is ever the same.

At this age, children learn best when they are having fun. Preschool teachers get to create entertaining, engaging and creative classrooms that promote learning as well as social, cognitive and emotional development. In fact, no day on the job will ever be the same when you enter one of the many **careers in early child development**. Learning milestones are broad and preschool teachers must look for ways to incorporate multiple subject areas into a singular lesson so it is important to be creative. You might act out a storybook one day or create a map of the U.S. out of dried pasta noodles the next. The key is to make sure all activities are educational and help children to progress in their academics, social skills, cognitive skills and emotional development.

### 5. You have a passion for early education.

Teachers of all grades are valuable to society. Early childhood teachers work with children at the start of their educational journey and help them to understand and attain some of the most basic and foundational academic, social, cognitive and emotional concepts. Don't ignore the call for early childhood education. If you have a passion for education and enjoy working with small children, consider a career as a preschool teacher.

# Reading Week 3, Lesson 2

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week**

### OBJECTIVES

- Read and understand stackable credentials documents.
- Watch videos and read articles on early childhood education career path jobs.
- Give presentations on early childhood education career path jobs.

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### MATERIALS

#### For Activity #1:

- Online Resource: Look at all requirements at the bottom of this page.  
*Child Development: Pre-School Education - Basic Certificate*  
<http://ccc.edu/programs/Pages/Child-Development---Pre-School-Education-Basic-Certificate.aspx>
- Online Resource: Look at all requirements at the bottom of this page.  
*Child Development: Pre-School Education/Infant Toddler - Advanced Certificate: Preschool*  
<http://ccc.edu/programs/Pages/Child-Development---Pre-School-Education-Infant-Toddler-Advanced-Certificate.aspx>
- Online Resource  
*Pathway: Child Development: Pre-School Education – AAS Degree*  
[http://www.ccc.edu/programs/Documents/SemesterMaps/Edu\\_Human\\_Svcs/EDHUM\\_ChldDv-PreschoolEd\\_AAS.pdf](http://www.ccc.edu/programs/Documents/SemesterMaps/Edu_Human_Svcs/EDHUM_ChldDv-PreschoolEd_AAS.pdf)
- Online Resource  
*Pathway: Child Development: Early Childhood Education - AA Degree*  
[http://ccc.edu/programs/Documents/SemesterMaps/Edu\\_Human\\_Svcs/EDHUM\\_ChildDevelopmentEarlyChildhoodEducation\\_AA.pdf](http://ccc.edu/programs/Documents/SemesterMaps/Edu_Human_Svcs/EDHUM_ChildDevelopmentEarlyChildhoodEducation_AA.pdf)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Spring 2016 City Colleges of Chicago: Early Childhood Education (ECE) Career Path* (attached to Week 3, Lesson 1)

#### For Activity #2:

- Classroom Resource: Flip chart paper and markers.
- Video: *Why Choose a Career in Early Childhood Education?*  
<https://www.youtube.com/watch?v=ILlej6VnX-w> (running time: 3:07)
- Video: *Career TrekBC*  
[https://www.dropbox.com/l/scl/AABX8HRSLvuc\\_qLd-lb\\_xBE3ESNd45Mf8Ps](https://www.dropbox.com/l/scl/AABX8HRSLvuc_qLd-lb_xBE3ESNd45Mf8Ps) (running time: 6:03)
- Handout (attached): Print one copy for the Basic Certificate (BC) group.  
*Childcare Worker*  
<http://www.earlychildhoodteacher.org/jobs/childcare-worker/>
- Handout (attached): Print one copy for the Advanced Certificate (AC) group.  
*Teacher Assistant*  
<http://www.earlychildhoodteacher.org/jobs/teacher-assistant/>
- Handout (attached): Print one copy for the Bachelor or Arts (BA) group.  
*Preschool Teacher*  
<http://www.earlychildhoodteacher.org/jobs/preschool-teacher/>

For Homework:

- Handout (attached): Make one copy for each student.  
*Balancing School, Work, and Family*  
[http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#\\_federated=1](http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#_federated=1)
- 

**ACTIVITY #1: Read and Understand Stackable Credentials Documents - 40 minutes**

- Do homework check-in by asking:
    - Which pathway did you select and write about in your journal? What were the reasons you gave for selecting this pathway?
    - Which reasons did you select as the most important to you from the article? What are your reasons for these selections?
      - Ask questions so that students can hear the reasons for different selections students made.
  - Tell students that today they will be looking more deeply into the Early Childhood Education Career Pathway at City Colleges of Chicago, watching videos on the different jobs they can get after each credential or degree, and looking at some online job descriptions for these jobs. They are to stay concentrated, and, thus, take notes on those reasons they choose an early childhood education pathway, the job they are interested in aiming for, and why they think they would be a good fit for that job. These notes will really help them with this week's formal writing assignment.
  - Tell students they may get some information on why they are interested in one of the stackable credentials in the Pathways.
  - Tell students to get out their Early Childhood Education Career Pathways sheet.
  - First, project the Basic Certificate and then the Advanced Certificate requirements. For each ask:
    - How many credit hours are required for this credential or degree?
    - What are the Program Core Requirement classes?
      - Go round robin and have the students each read a different class out loud.
    - What are the Program Elective classes you can choose from?
      - Continue going round robin to have students read the course titles out loud.
  - After they have looked at both sets of requirements, ask:
    - What do you notice about the two sets of requirements?
    - What courses look most interesting to you?
    - Tell students to take notes on these.
  - Next, project *GPS Document: Preschool AAS Degree* and then *GPS Document: Child Development: Early Childhood Education AA Degree*. For each ask:
    - What is the total number of credits required for this course?
    - What are the courses for the first semester?
      - Go round robin and have the students each read a different class out loud.
    - Repeat for each semester.
  - After they have looked at both sets of requirements, ask:
    - What do you notice about the two sets of requirements?
    - What courses look most interesting to you?
    - Tell students to take notes on these.
- 

**ACTIVITY #2: Watch Videos and Read Articles on Early Childhood Education Career Path Jobs - 40 minutes**



- Tell students that the class will watch a few general videos and read and present on some more specific articles that can give the class a good idea of the jobs they are eligible for at the Basic Certificate (BC), Advanced Certificate (AC), Associate of Applied Science (AAS), and Bachelor of Arts (BA) levels. The idea is to get just a quick idea of what these jobs are like.
- Tell students to get out their Early Childhood Education Career Pathway handout and ask:
  - What job can you get with a BC? With an AC? With an AAS? With a BA?
- Next, tell students to take notes on the next two videos where early childhood education teachers talk about why they like being an early childhood education teacher and what the job entails. They should take notes on those things they hear from the videos they agree with strongly or that they really look forward to doing in the early childhood education teacher job.
- Play the videos *Choose a Career in Early Childhood Education?* and *Career TrekBC*.
- Go round robin to have students share those things they wrote down.
- Tell students they are now going to get into small groups to read about the jobs that correspond to the different stackable credentials and present them to the class.
- Set up small groups and go round robin to answer the questions:
  - What level of stackable credential do you want to aim for?
  - How many want to complete a BC and immediately get a job? Write these names on the board.
  - Repeat the same question for AC and BA as these are the levels where there are new jobs.
- When student are in their new groups give:
  - The *Childcare Worker* article to the BC group.
  - The *Teacher Assistant* article to the AC group.
  - The *Preschool Teacher* article to the BA group.
- Tell the groups they will need to complete the following:
  - Read the article independently and underline all the important facts.
  - Meet as a group to decide the most important facts in each category to tell the other students in class who have not read the article.
  - Set up a presentation on the flip chart paper.
  - Give different roles to everyone in the group to prepare for and give the presentation.
- Stress that they will be able to attain the jobs they are looking at during their college career. It is important to give fellow classmates a good picture of what that job really is like.

### ACTIVITY #3: Give Presentation on Early Childhood Education Career Path Jobs - 40 minutes

- Ask groups to give their presentations.
- After each presentation, ask:
  - Does anyone have any further questions about this job?
  - What else might you want to find out about this job to understand it better?
- After all the presentations, ask:
  - What did you learn from these presentations that will inform your decision about which stackable credential to aim at and which job you want to achieve?

### HOMEWORK

**READ:** Have students read the article in *Balancing School, Work, and Family* (attached). Then, have them decide which of the people describe in the articles is most like them:

- Nedine Muwne
- Katrice Smith
- Curtis Bickham

- Roger Aubuchon
- Vicky Reed

**WRITE:** After students have selected which of the people described in the articles is most like them, have them write a brief summary of how the person they selected is most like them and how this person is also different. Students will need to bring a hard copy of this assignment to the next class.

**WRITE:** Have students write in their journal and answer the following questions:

- What do you do now to balance school, work, and family?
- What additional things will you need to do to create balance in your life when you go to college?

## Childcare Worker

**Source:** <http://www.earlychildhoodteacher.org/jobs/childcare-worker/>

Childcare providers typically work for families and care for children when the parents or other family members are not available. They care for a child's basic needs, like food and personal hygiene, and may help with homework for older children. The number one priority for many childcare workers is the safety of the children in their care. In addition to that, they might change diapers, cook, clean, and play with children.

Childcare providers can find work through three different avenues. First, they might work as a nanny or babysitter for individual families. Second, they can contract through a childcare agency. Third, they can work for preschools or daycare centers like [Head Start](#). The role of a childcare provider in a preschool or daycare setting may be more focused on the academics whereas a childcare provider who is more a nanny or babysitter may focus more on caring for the basic needs of the children. Working with an agency can allow a childcare provider to ensure steady work by marketing to more families.

Many childcare workers organize each child's schedule around a series of structured activities. This is to ensure each child gets enough play and rest. They might also be responsible for observing any emotional or developmental problems that arise with a child. Depending on how much time a childcare worker spends with the children, she might be the first one to spot a problem.

Babies and toddlers might stay with their childcare worker for most of the day. Part of that time might be spent preparing toddlers for preschool with activities like storytelling and building with blocks. For school-age children, the majority of a childcare provider's duties will occur before and after school. This may change during the summer months when school ends but the parents still have to work.

### A Day in the Life

- **Morning:** Mornings are usually a busy time for childcare providers. For school age children, this can mean pushing kids through a whirlwind of activities to get dressed, eat breakfast, and prepare for school. For younger children, mornings can be time for diaper changes, feedings, and play.
- **Mid-morning:** Every childcare worker will have a different routine for the children, but mid-morning activities might include a trip to the park, story time, playtime indoors, or a play date with another child.
- **Lunch:** Childcare providers are responsible for providing meals while parents and other family members are away. This could mean preparing a bottle or cooking a lunch for older kids.
- **Afternoon:** For young children, part of the afternoon will be devoted to nap time. After nap time, the childcare provider will have other activities for the children to do from drawing to playing music. The children may need another snack and the provider might start cooking dinner before the parents return home.
- **After Work:** Childcare providers will usually not have work to take home with them, but

depending on the needs of the family, a provider might have to stay and care for the children late into the night.

### **Licensing Requirements**

Some states require that childcare providers have a high school diploma, but many states don't have any formal requirement at all.

For states that do have requirements, childcare providers may have to obtain a Child Development Associate certification from the Council for Professional Recognition. This certification process requires coursework, field experience, and a period of time when the provider is observed by a supervisor.

### **Areas of Specialization**

Childcare providers can specialize based on the kind of children with whom they enjoy working. Some might prefer to work with babies and toddlers while others may find they are more suited for school-age children.

Childcare providers with a background in early childhood education and special education might want to consider working with children who have disabilities. This can be a very challenging but rewarding job and a big help to parents. These childcare providers may consider working in a preschool or daycare center rather than with an individual family, since a center or school is more likely to have an academic focus.

### **Previous and Next Steps**

Because childcare provider work is considered an entry-level position, there are few formal requirements or typical work experiences current childcare providers can have. In order to become more hireable, potential childcare providers should have some experience working with children. This can be volunteering at a daycare or working as a camp counselor. Experience playing or working with children can help convince a family or childcare firm to take on someone new to the field.

Childcare providers may eventually decide to become teachers in public schools or daycare centers. Providers who start out working for an individual family may branch out to a childcare firm where they can work with multiple families.

For average salary information for childcare workers (and several other early childhood education-related positions), go to our [Jobs](#) page and select a state.

### **National Organizations**

- National Child Care Association <http://www.nccanet.org>
- National Association of Family Child Care <http://www.nafcc.org>

**Additional Resource**, not listed in the original article copied above:

- National Association for the Education of Young Children <http://www.naeyc.org/>

## Teacher Assistant

**Source:** <http://www.earlychildhoodteacher.org/jobs/teacher-assistant/>

Teacher assistants, also referred to as paraeducators, paraprofessionals, or instructional assistants, work in the classroom under the direction of the lead teacher. Duties often required of teacher assistants include: working with students either in small groups or individually, enforcing the rules to help students behave, tracking attendance, preparing materials or equipment for lessons, and helping supervise students. In general, the lead teacher's job is to teach new material and the teacher assistant reinforces the lessons afterward. Teacher assistants may also help with grading or planning lessons.

Most teacher assistants work at the K-12 level but others work in preschools and childcare centers. There is a higher demand for teacher assistants at the early childhood level because younger children usually require more care.

Eligibility criteria for teacher assistants varies. Some school districts may only require a high school diploma, but most want teacher assistants to have an associate degree or at least two years of college. Potential teaching assistants may also have to pass a state or local test.

### A Day in the Life

- **Morning:** Teacher assistants may start with cleaning up after the students eat breakfast while the lead teacher prepares lessons for the day. During classroom time, a teacher assistant may deal with inappropriate behavior among the students while a lesson is being taught. She may also observe the lead teacher during the day in order to learn how to teach.
- **Mid-Morning:** She may do some administrative work during the day, like checking homework and tracking behavior points. And throughout the day, she will be responsible for responding to the needs of the lead teacher, which can vary from day to day.
- **Lunch Break:** During lunch and recess, she monitors the students and ensures that cots are set up for nap time.
- **Afternoon:** When class time resumes, she performs in-class duties like monitoring behavior or working with students in small groups.
- **After Work:** Her work day ends when the students leave. Most preparation and planning are done by the lead teacher; however, the teacher assistant might study the next day's lesson.

### Licensing Requirements

There is no official licensing process for teacher assistants, but some school districts may require passing a skills-based test in order to get hired, especially for jobs working with special needs students. For specific information about getting licensed to work as an early childhood teacher in a specific state, check out our degrees and licensure state pages.

<http://www.earlychildhoodteacher.org/certification/>

### **Areas of Specialization**

Teacher assistants who want to focus on early childhood education can find work in preschools, childcare centers, and elementary schools. Some teacher assistants work exclusively with special education students. They may be required to help students with basic needs, like personal hygiene, in addition to academic and behavioral work.

### **Previous and Next Steps**

Because it is typically an entry-level position, career paths for teacher assistants will vary widely. In order to prepare, volunteer work with young children can bolster marketability. Working as a substitute paraprofessional for a school district is another way to secure a position as a full-time teacher assistant. Substitute teaching is a great way to network with other professionals in a school district, as they are often who districts consider for full time positions. Professional development opportunities can help teacher assistants learn more about classroom management. This kind of training can be helpful when considering the next steps of a teaching assistant's career. According to a study by the [National Education Association](#), nearly half of teaching assistants want to learn how to become full-time teachers. Working as a teacher assistant can be a stepping stone to a job as a lead teacher in a classroom or an administrative position in a school or childcare center.

For average salary information for early childhood teachers (and several other early childhood education-related positions), go to our [Jobs](#) page and select a state. You can find average salary information for teacher assistants on the [Bureau of Labor Statistics](#) website.

### **National Organizations**

- National Association for the Education of Young Children <http://www.naeyc.org>
- National Resource Center for Paraprofessionals <http://www.nrcpara.org>

## Preschool Teacher

**Source:** <http://www.earlychildhoodteacher.org/jobs/preschool-teacher/>

Preschool teachers teach children ages 3 to 5 about the basics of subjects like reading, writing, math, and science. For many students, this is their first structured learning experience, so preschool teachers often show their students an elevated level of care and attention.

Preschool is about more than learning how to read, write, and count. It's also an opportunity for young children to learn about the world, develop their motor skills, and practice social skills. Preschool teachers have to design a classroom experience that allows students to explore a variety of skills. For instance, reading a story to students while they sit still on a reading rug helps students to learn language and vocabulary skills while teaching them proper classroom behavior.

Most childcare centers require preschool teachers to have a high school diploma in addition to a certification in early childhood education. In other settings, particularly public schools, teachers may be required to have more education or training.

### A Day in the Life

- **Morning:** Preschool teachers may start their day by greeting students and parents and helping ease each student's transition to the classroom. This will most likely be harder in the beginning of the year for students and parents who are new to school.
- **Mid-Morning:** Depending on the school's schedule, mid-morning may be circle time where students may receive instruction or hear a story while sitting in a circle on the floor. Teachers may receive help from a teacher assistant to manage classroom behavior.
- **Lunch:** The teacher may have a break during lunch to prepare for afternoon lessons while the teacher assistant takes the students to the cafeteria for lunch and then outside.
- **Afternoon:** After lunch, students will most likely take a nap. This may be easier for some students than others, and the teacher is responsible for managing their behavior during this time. The rest of the afternoon may be a time for students to play or work on a project together under the teacher's supervision.
- **After Work:** After the students leave for the day, teachers may be responsible for making calls to parents, meeting with administrators, and planning lessons for the next day or week.

### Licensing Requirements

The licensing requirements for preschool teachers vary depending on the type of preschool program and the location. For instance, a high school diploma and a certification in early childhood education are all that's required for many childcare centers. Head Start requires that teachers have an associate degree. Public schools require a bachelor's degree and certification in early childhood education or a related field. An early childhood education certification allows teachers to teach from preschool through third grade. Other requirements may include: up-to-date immunizations, background check, CPR certification,

and additional training in a preschool setting. For more information on individual state requirements, check out our [state certification pages](#).

### **Areas of Specialization**

A preschool teacher looking to specialize in disabled children might consider getting additional training or education in special education. With a master's degree in special education, a preschool teacher might receive a higher salary in a public school and would likely have the knowledge necessary to help young children with learning, physical, and emotional disabilities.

### **Previous and Next Steps**

Many current preschool teachers embark on a career path in early childhood education fresh out of high school or college. Others looking to make a career shift later in life have opted to become preschool teachers, as well. Childcare centers are usually not as strict as public schools about requirements and certifications, so it's possible to get experience without a degree in early childhood education. While some preschool teachers move on to become directors of childcare centers, others go on to teach children at the elementary school level.

For average salary information for preschool teachers (and several other early childhood education-related positions), go to our [Jobs](#) page and select a state.

### **National Organizations**

National Association of Early Childhood Teacher Educators <http://www.naecte.org>  
Association for Early Learning Leaders <http://www.earlylearningleaders.org>



## Balancing School, Work, and Family

**Source:** [http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#\\_federated=1](http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#_federated=1)

Education used to be for the young only. It was a straight ascent through elementary, middle and high school. Some went on to college and graduate school before joining the work force and raising a family. Most worked for about 40 years based on what they learned before age 25 and later on the job.

Today, people change jobs and careers more frequently and those changes often mean more education. Online learning and flexible college programs make it possible for people to go back to school at almost any age, providing they can fit it in with their other obligations.

Maybe you've considered it yourself. The question to ask is, how well can you juggle?



*Nick Arroyo*

"Knowing how to balance your time is the key to going to school, working and having a family," said Roger Aubuchon, an assistant manager with Wal-Mart and a student at [American Public University](#), a for-profit online learning institution. He's working toward a bachelor's degree in management with a concentration in retail, while supporting his wife, Gretchen, and sons, Kaleb, 8, and Kolby, 4.

Retail was not his first career. Aubuchon earned a nice living as a mortgage executive on commission until the housing and lending industries collapsed during the recession.

“My salary went down to a couple of hundred (dollars) a week. We maxed out the credit cards, sold the BMW and lost the house,” Aubuchon said.



*Nick Arroyo*

Jobs were scarce, especially for someone without a college degree.

“I finally found a job as an overnight stocker at Wal-Mart. I was shattered and humbled but after a couple of weeks, I found myself enjoying it and seeing the innovation that came out of retail. I worked my tail off and started applying for assistant manager positions in the company.”

Aubuchon earned a spot in Wal-Mart’s manager training program and graduated at the top of his class in 2008. After being promoted to assistant manager, he enrolled in American Public University in 2011.

Out of the classroom since 1974, Aubuchon found higher education to be a totally new environment. “I had to learn about FAFSA forms and took tutorials to learn how to write a paper,” he said.

Wal-Mart’s agreement with the school gave him a 15 percent tuition reduction but it still took family budgeting, Pell Grants and loans to pay for school.

Aubuchon, who carries a 3.499 GPA, received a \$5,000 Ray M. Greely Scholarship from the National Retail Federation last spring. He was one of 27 students in the nation identified as a future retail

industry leader.

His flexible work schedule of four days or nights on and four days off allows him to spend time with his family and take two or three online classes per semester. The couple is also involved at church and with A Fresh Hope, a charity for needy children.

To balance everything that's on his plate, Aubuchon often gets up at 4:30 a.m. to do his school work.

"Being a manager, you learn how to manage time. If I block out time to study, that's what I do, and the more you do it, the easier it gets," he said.

Aubuchon is applying Six Sigma principles at work and loves to share some of his retail experiences with classmates. His goal is to become a store manager and keep advancing his career after earning his degree in 2014.

"It's not been easy, but now that I've been classified a senior, I can see an end in sight. When I get up now, I can't wait to learn more about retail," he said. "This job is about people and I love mentoring younger employees. I want to be a leader who helps people be successful, not just someone who gives orders."

### **Big, busy calendar**

Registered nurse Vicky Reed believes education will help her make a greater impact in her second career. After earning a bachelor's degree in international business, Reed worked in banking for five years until a volunteer stint at a hospital emergency room convinced her that nursing was her true calling.

"My husband was totally supportive, so I quit my job and started an associate degree (program) in nursing while pregnant with our first child," she said.

Reed earned her degree from [West Georgia Technical College](#) and started working as a nurse in 2010.

"If I had known how much work nursing school was going to be, I probably wouldn't have done it, but now it's worth it. I would do it again," she said.

In fact, Reed is back in school in an RN-to-MSN program at [Clayton State University](#). The program will allow her to earn a bachelor's degree in nursing and a master's degree in leadership and management.

A mother of three (ages 6, 4 and 1), Reed works one day a week in a medical/surgical stroke unit at Grady Memorial Hospital and three days a week in WellStar Douglas Hospital's emergency room.

"I couldn't do this without the full support of my husband, Lemont," she said. "He works long hours, but then picks the kids up at day care, feeds and bathes them many nights."

After a 12-hour shift and a one-hour commute, Reed comes home to prepare bottles, wash dishes and organize things for the next day. On her days off, she takes the children to day care and studies for at least four hours. Then she runs errands, cooks meals ahead of time and spends time with her family.

How does she do all that and still manage to take three online classes per semester?

“We keep a huge calendar at home with everything on it. One daughter takes gymnastics and my son, karate, so we have to keep track of their activities and also plan family times,” she said.

Reed plans to complete her bachelor’s degree by May 2014, and her master’s degree by January 2016.

“I knew that higher degrees would help me make more of a difference as a nurse, but it was a hard decision because of the time and the money involved,” she said. “Deciding was the hard part. It seemed impossible, but now that I’m doing it, I’m learning so much more to help my patients.

“It’s worth it. I tell friends who are thinking about it to just decide. Once you’ve committed, it’s just a matter of putting one foot in front of the other

# Reading Week 3, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week**

Class to be held in the Technology Lab



### OBJECTIVES

- Review homework reading on balancing school, work, and family.
- Explore Gateways to Opportunities materials.

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### MATERIALS

#### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Balancing School, Work, and Family* (attached to Week 3, Lesson 2)  
[http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#\\_federated=1](http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#_federated=1)
- Student Work: Students should bring hard copies of their homework assignments.

#### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Gateways to Opportunity Treasure Hunt*
- Online Resource  
*Gateways to Opportunity*  
<http://ilgateways.com/>
- Online Resource: Click on this link on this page.  
*Gateways to Opportunity Scholarship Program*  
<http://ilgateways.com/financial-opportunities/scholarship>
- Online Resource: Click on this link on this page.  
*Great START Wage Supplemental Scale* (click on the link on this page):  
<http://ilgateways.com/financial-opportunities/great-start>

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### ACTIVITY #1: Review Homework Readings - 50 minutes

- Tell students they are now going to look at the work they did for their homework to see how they are planning to balance work, school, and family in preparation for going to college.
- Write the following names on the board:
  - Nedine Muwne
  - Katrice Smith
  - Curtis Bickham
  - Roger Aubuchon
  - Vicky Reed
- Ask students to count off by five to form five groups. Assign each group one person from the reading listed on the board.

- Ask the different groups to:
    - Describe the person they were assigned based on the readings.
    - Describe the assets that person has that will help them make a balance.
    - Describe the challenges that person has that might get in the way of them making a balance.
    - Make sure a different person reports back on these three items.
  - Have groups report on their assigned person while you take notes on the board.
  - Now, read each name on the board and ask:
    - Who identified with \_\_\_\_\_?
    - Write the names of those who raise their hands next to the names from the articles on the board.
  - Put students into the groups that are now written on the board and ask the groups to talk about:
    - Why they identify with this person.
    - What about their lives are similar to this person.
    - What is different.
    - What strategies they recommend to deal with some of the issues this person doesn't have to deal with.
    - Make sure a different person reports back on each of these four items.
  - Have each group report on their analysis, taking notes on the board on the strategies they recommend.
  - After each group has reported back, ask:
    - How do the students in this class compare with the people we read about overall?
    - What will be some of the key strategies students will need to focus on to successful balancing work, school, and family?
- 

## ACTIVITY #2: Explore Gateways to Opportunities Materials - 70 minutes

- Tell students that there are some real opportunities through the Gateways to Opportunity organization. Their job is to do a Treasure Hunt on a set of questions and report back on just how useful this Gateways program can be to them while they are in college and working.
- Write the following website address on the board and have all get to that website:  
<http://www.ilgateways.com/en/>
- Demonstrate how to use the website including:
  - Clicking on the topics on the title page.
  - Clicking on highlighted parts of the topic pages.
- Pass out the *Gateways to Opportunity Treasure Hunt*.
- Ask students if they want to work independently or in pairs. Set students up according to their preferences.
- Tell students they are to:
  - Take notes in their notebooks on the answers they find to the questions. Emphasize the notes they take must summarize what they are learning, not copy down a bunch of details.
  - Call out words that they need to know to understand a passage they think is important. Write down these words on the board and write down a simple definition.
- When students have completed their Treasure Hunt, ask each of the treasure hunt questions and go round robin to have students add new information to the answer until the answer is clear.
- Project the FAQ page for Scholarship Program, scroll down to the first table on the second page, and ask:
  - What is the relationship between how much you make and the amount of scholarship you will receive?
  - Ask students to give examples from the chart to support their answers.

- Project the *Great START Wage Supplemental Scale* and scroll to the first table on the second page. Ask:
    - How much more can you earn every six months once you complete Level 1 and are working?
      - Level 2?
      - Level 3?
      - Level 4?
      - Level 5?
      - Level 6?
    - What do you notice about the relationship between the Level and the amount of money you will receive?
    - What would be the benefit of the Scholarship Program and Great START program together?
    - How could these two programs impact your life?
- 

### **HOMEWORK**

**WRITE:** Have students organize their notes to answer the questions listed below. These questions are the prompts for their next formal writing assignment:

- What are the early childhood education career pathways at City Colleges of Chicago?
- Which early childhood education career pathway are you choosing? Why are you making this choice?
- What job are you aiming for and what level of certification or degree does that mean you have to complete? Why are you making this choice?
- How will you balance school, family, and work to meet your college goals? (How can Gateway to Opportunity help?)

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## **GATEWAYS TO OPPORTUNITIES TREASURE HUNT**

### **Treasure Hunt Clue:**

Know that City Colleges of Chicago's Early Childhood Education Career Pathway will prepare you to apply for Gateways to Opportunities Credentials:

- When you finish the Early Childhood Education Basic Certificate you can apply for Gateways Early Childhood Education Level 1
- Advanced Certificate: Gateways Early Childhood Education Level 2
- AAS: Gateways Early Childhood Education Level 4
- Bachelor's degree + the Early Childhood Education Advanced Certificate or AAS: Gateways Early Childhood Education Level 5

Please take notes on the following questions to report back to the class.

1. What are the Credentials can you get through Gateways to Opportunities?

2. How can Gateways help you with scholarships? (Clue: Look at FAQs).

- Who can get scholarships?

- What do students have to be doing to get scholarships?

- How much scholarship money can you get if you are making \$12.50 an hour or less?
  - What happens to the amount of scholarships you can get the more you make?
3. How can the Great START Wage Supplement Program help you while you are working?  
(Clue: Look at the Great START Wage Supplement Scale.)  
(Clue: Look at the first table in the FAQs for the Great START Wage Supplement Program.)

# Reading Week 3, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week**

### OBJECTIVES

- Practice asking good questions to prepare for the Writing Conversation.
  - Conduct a Writing Conversation using writing assignment questions.
- 

### MATERIALS

- None.
- 

### ACTIVITY #1: Practice Asking Good Questions to Prepare for the Writing Conversation - 40 minutes

- Tell students the class is going to practice asking questions of people who give minimal answers to the writing assignment questions. This will help the Writing Conversation that they will also do today to result in more and better material they can use for putting together their formal writing assignment.
- Write the writing assignment questions on the board:
  - What are the early childhood education career pathways at City Colleges of Chicago?
  - Which early childhood education career pathway are you choosing? Why are you making this choice?
  - What job are you aiming for and what level of certification or degree does that mean you have to complete? Why are you making this choice?
  - How will you balance school, family, and work to meet your college goals? (How can Gateway to Opportunity help?)
- Ask: When you do this writing assignment, who are you writing to?
  - Write student answers on the board. Make sure that students include:
    - The audience that makes them feel comfortable.
    - The audience that is interested in what they have to say.
    - The audience that needs the writing to be clear and interesting in order to read the whole thing.
- Now add some new ideas. Tell students that the audience that they are to write to in this next assignment is someone who is not in this class, does not go to City Colleges, but is interested in the early childhood education field. Ask:
  - How will this audience affect the kind of writing you do?
  - How much more explaining will you have to do to help this audience understand? Why?
- Tell students that they will practice asking questions for the Writing Conversation so they can help their partners write full sections of their writing assignment in class today.
- Sit in a chair at the front of the room and tell students that you are not in the mood to write but will answer additional questions. You will be offering short answers to the questions on the board and the class will need to draw you out to make you clear to a general audience:
  - Provide a short answer to the first question.
  - Ask students to ask you more questions to get more information out of you in a logical easy-to-follow order. They are to think about what the audience will want/need to hear about next.
  - Continue answering questions that draw out more good information, explanations, examples, etc.
  - At a logical point, ask: Do you have enough information to move on to the next question?

- Repeat this process for each of the questions.
  - Ask a few students to each sit in front of the class to give short answers to the writing assignment questions and then answer additional questions from students as they did with you. Help with the selection of the questions so that the information the student gives is in an easy to understand order. Tell these students they can bring their notes and answer the questions the way they would for their writing assignment. In this way they will be able to talk through their writing assignment before doing this writing. They will find this is very helpful.
- 

## ACTIVITY #2: Conduct a Writing Conversation on Writing Assignment Questions - 70 minutes

- Tell students that they are now going to play the roles of writer and audience for each other in order to get a head start on their writing assignment. The writer is to be someone who wants to communicate their ideas to their audience and the audience is trying to understand as best he/she can. The audience will ask questions when he/she thinks more information, explanations, or examples will make the writer's work easier to understand. A good chunk of time has been assigned to this process, so, if pairs work together well, many may get a full draft of their writing assignment done during this exercise.
- Tell students that they are to give the long answers in their responses—not short ones. Their partner will be better able to recognize if he/she needs to ask additional questions or not.
- Tell students that the rules of the game are that audiences are not to fuss about grammar and spelling. If they can read and understand what their partner is saying, then the writing is okay.
- Put students into pairs and ask students to:
  - Turn to a blank sheet of paper in their notebooks.
  - Students should copy the first question from the board into their notebooks and then answer it so their friendly, curious audience can clearly understand what they are trying to say. They should:
    - Not worry about grammar or punctuation but simply focus on explaining their answers to someone who wants to know.
    - Listen to the voice in their head that wants to do the explaining and write down what that voice says.
  - When they are finished, they should give their notebooks to their audience to read (partners are swapping notebooks to read what the writer has written, in other words). The audience should:
    - First, think if they have any questions for the writer. Is what they wrote clear enough? Or are they interested in what the writer is saying and want to hear more?
      - If you are interested in hearing more, write your own follow-up question for the writer.
      - If you are not interested in hearing more, copy the next question on the board and give it back to the writer to answer.
- When students have written answers to all the questions on the board, ask:
  - Did your audiences make you feel happy and comfortable?
  - Did your audiences ask you questions that helped your writing become clearer and more interesting? Give some examples.

## Assign the Homework - 10 minutes

- Give students the writing assignment which is to:
  - Answer the questions so that an audience can understand fully what they are trying to say.
  - Write their essay to other students interested in early childhood education and show them how they have thought through their choices.
  - Take the questions OUT of their writing.

- Put different ideas in different paragraphs that can help their reader follow what they are saying.
  - Read their writing out loud (maybe even to someone who makes them feel happy and comfortable) to see that what they have written sounds natural and easy to understand. Make changes so that what they have written matches the way they think it should sound.
  - Bring in a copy of their writing that is easy for others to read. Type their piece of writing on the computer, if possible. If it is on the computer, it will be easier for them to go in and make changes for their final draft that will be due later.
- 

## **HOMEWORK**

**WRITE:** Have students write a full set of paragraphs that using these questions as prompts:

- What are the early childhood education career pathways at City Colleges of Chicago?
- Which early childhood education career pathway are you choosing? Why are you making this choice?
- What job are you aiming for and what level of certification or degree does that mean you have to complete? Why are you making this choice?
- How will you balance school, family, and work to meet your college goals? (How can Gateways to Opportunity help?)

Students will need to bring a hard copy of this assignment to the next class.

**REMINDER:** Remind students to bring their copy of the *Table of Contents* from the chosen grammar text for class next week.

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# Writing Week 4, Lesson 1

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Presenting the Career Path You Want to Pursue - Writing Week**

### OBJECTIVES

- Expand criteria for evaluating writing assignments.
  - Evaluate others' writing assignments according to the criteria.
  - Identify top grammar concerns.
- 

### MATERIALS

#### For Activity #1:

- Handout (attached): Make one copy for each student.  
*Sample Essay*

#### For Activity #2:

- Student Work: Students should bring hard copies of their homework assignments.
- Handout: Make two copies for each student.  
*Audience Comment Page* (attached to Week 2, Lesson 1)

#### For Activity #3:

- Handout: Make one copy for each student.  
*The Table of Contents from the grammar text chosen for this course*
  - Handout: Make one copy for each student.  
*Copies of three grammar assignments that the class chooses in Activity #3 to assign for homework*
- 

### ACTIVITY #1: Expanding Criteria for Good Multi-Paragraph Writing - 40 minutes

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on congratulating them on their good writing and giving them good ideas for improving their essays. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work help them get the information they need to improve their essays for a final they will hand in next week.
- Ask:
  - How did your essay writing go?
  - What went well? What was difficult?
  - How did you overcome your difficulties?
  - Who found new ideas through the process of writing? What were they?
- Write the following questions on the board in a big grid. Make one column with each question as a different row and then add two columns titled: Current Writing Criteria and Additions.
  - What would make a reader interested in reading your essay?
  - What does an audience need at the beginning of the essay to get involved in reading?
  - Why does an audience need your ideas to be in different paragraphs?
    - How do paragraphs help the audience follow what you are trying to say?
  - What is a reader going to get out of reading your essay?

- How can the final paragraph make sure the audience can take something valuable away from your piece of writing?
  - Put students in pairs to recount the answers to these questions from Week 2, Lesson 1 and to add any new ideas they might have.
  - For each question go from pair to pair to fill in the “Current Writing Criteria” category.
  - Go around again to fill in the “Additions” category.
  - Pass out the sample essay. Tell students they are to read this essay and answer the questions on the board about the essay.
  - Once students have read the essay, ask them to get into pairs to answer the questions. They should be able to both answer the question and give examples from the text that show exactly what they mean.
  - Come back as a class and ask each question. Have each pair answer that question and give examples from the essay that shows what they mean.
  - When the questions have been answered, ask:
    - Are there any criteria for a good essay that you want to add to the listing on the board?
    - Add their suggestions.
- 

## ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes

- Tell students they will now provide some constructive feedback on each other’s essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
  - Put students into groups of three.
  - Have students take out their homework essays.
  - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
    - Read the essays written by the other two people in their group.
    - Fill out one *Audience Comment Page* for each of the essays they read.
    - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
    - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner’s work will help them when they have to rewrite their final essay.
  - Have students pass their essays to the left.
  - After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
  - After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that give you ideas for how to make your essay better?
    - Did your evaluators confuse you? Ask for clarification when back in your group.
  - Put students back in their groups to talk through differences and to get clarification. Groups should also select two interesting and well-developed paragraphs to read to the class and explain why they were selected.
  - Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
  - Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
-



### ACTIVITY #3: Select Top Grammar Concerns - 30 minutes

- Tell students they will now get a chance to think about their grammar and spelling concerns.
  - Ask: What are some of the major grammar issues you have or that you saw in other students' writing? Write their answers on the board.
  - Ask: Which area is the class having the most difficulty with:
    - Punctuation?
    - Sentence Structure?
    - Spelling?
  - Pass out a copy of the *Table of Contents* of the grammar text you have selected for this course and check off those grammar issues in the *Table of Contents* that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving grammar in this class?
    - What would you recommend?
  - Go around the room to get ideas from all students.
  - Based on student answers, assign three grammar exercises for homework.
  - Tell students that there will be grammar homework assignments for each day of each Writing week.
- 

### HOMEWORK

**COMPLETE:** Have students complete three grammar assignments from the course's grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. At this point do NOT make comments or correction on the essays themselves. Be prepared to hand the full packets of the students' essays, the student *Audience Comment Pages*, and your *Audience Comment Page* back during Week 4, Lesson 3.

**TEACHER PREPARATION #2:** Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

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## SAMPLE ESSAY

To the XXXX Committee,

My name is XXXX and as an African American young woman, I take pride in demonstrating leadership in everything I do. Having a single mother and growing up in the roughest part of Omaha, Nebraska has been a challenge at times to not only progress but survive. But seeing my mother's leadership, work ethic, perseverance, and sacrifice gives me the fuel to one day have a better life by going to college and making a difference through leadership in my community. Demonstrating leadership gives me the opportunity to show others that I am competent, confident, and capable of excelling in the future that lies ahead of me despite the obstacles and challenges that are present for me as a first-generation student and an African American woman. With these characteristics, I have made a conscious effort to reach out to my community and model to other young teenagers the importance of leadership, hard work, commitment, dedication, and perseverance. By recognizing that young teenagers tend to learn and do by what they see, I strive to lead by example and make it my passion to set a positive example and hopefully inspire others with my aspirations of making a difference.

In the last few years, I have been a part of a program called Completely Kids, formally known as Campfire U.S.A. This program focuses on the voices of minors in the community and provides them with a positive example. So far, I have held positions such as the receptionist, youth volunteer staff, and Teen LEAP member. Teen LEAP (Leadership Empowerment Achievement Program) has been newly added to the Completely Kids program and this group has strived to empower teens to stand up, speak out, and make a change in our unfit community. In this program, I was chosen to be teen advisory head which is responsible for directing and leading the program in a direction of progression, development, and leadership training. Every week, I coordinate discussions with several teens about life skills, career awareness, service learning, college preparation, and leadership. This experience has taught me the value of being involved and how effective leadership can be when you lead by example.

Being involved in this program has allowed me to identify my passion and the career I want to pursue in the future, which is a Defense Attorney for minors. Being a Defense Attorney for minors would allow me to play a major role in the leadership of the community by being a strong presence of what is needed in the community. As a minor, I understand the lack of opportunities to speak out and get the necessary help and support when it comes to violence, abuse, and drugs. I've learned overtime the significance of receiving an education which is also a goal of mine to instill in other minors the importance of staying in school and excelling academically to have a better life in the future.

Completely Kids has prepared me to understand what minors may be ready to express as well as become more aware of my leadership potential as a Defense Attorney in the community. But in order to achieve this future, I would need to continue my education and pursue an undergraduate degree in Political Science with a minor in Sociology, and go to Law School. My mother works very hard to support me and does the best she can. But affording the cost of my dream and passion is a struggle. Having the support of the XXXX Scholarship will allow me to pursue this rewarding career as a Defense Attorney for minors and continue a positive leadership that will allow me to make a positive difference in our society. I believe I represent and reflect what this scholarship stands for – leadership, perseverance, and service. I pray and hope that you consider my contributions to the community, perseverance as a first-generation student, and leadership potential as a Defense Attorney to minors in the community. Thank you for your time.

Respectfully,

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# Writing Week 4, Lesson 2

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Presenting the Career Path You Want to Pursue - Writing Week

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Correct the grammar in a student writing assignment using the Editing Game.
- 

#### MATERIALS

##### For Activity #1:

- Teacher Resource: Make one copy of an activity for the teacher.  
*Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2)  
Note: Teachers may choose to use a different grammar text.

##### For Activity #2:

- Handout: Make one copy of each paragraph for each student.  
*Two student paragraphs typed up with all the grammatical and spelling mistakes intact*
- 

#### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. Insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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#### ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
- Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
- Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
- Go around to all the teams to ask a different student to come to the board and go through the same process as above.

- Keep team scores on the board until all of the issues in the paragraph have been corrected.
- 

### ACTIVITY #3: Editing Game #2 - 40 minutes

- Have students form new teams.
  - Repeat the Editing Game described above with a different paragraph of student writing.
- 

### HOMEWORK

**COMPLETE:** Choose and assign grammar homework that will address the class's significant grammar issues.

**TEACHER REMINDER:** Be prepared to hand back the full packets of the students' essays, the student *Audience Comment Pages*, and your *Audience Comment Page* from Week 3, Lesson 4.

# Writing Week 4, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Presenting the Career Path You Want to Pursue - Writing Week**

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Create a rewriting plan.
- 

### MATERIALS

#### For Activity #1:

- Teacher Resource: Make one copy of an activity for the teacher.  
*Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2)  
Note: Teachers may choose to use a different grammar text.

#### For Activity #2:

- Student Work: Hand back student essays from Week 3, Lesson 4 with *Audience Comment Pages* from teacher and two students.
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. You can insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

---

### Activity #2: Coming Up with a Rewriting Plan - 40 minutes

- Pass back student essays with your comments as well as the evaluations from the other two students who read their essay.
- Have the students read through all the comments.
- Ask:
  - What is your response to the feedback?
  - What kinds of rewriting ideas do you have? Write their ideas on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?
- Have students get into their original evaluation groupings and pass around their essays and evaluations to the left as before. Students should compare and contrast the teacher’s comments with their comments received from their classmates.
- Tell students to talk through their rewriting plans as a group.
- As a class, have students talk through some of their rewriting plans and strategies. Write some of these approaches and strategies on the board.

- Tell students to write down their rewriting plans in note form.
- 

### Activity #3: Writing with a Partner Audience - 40 minutes

- Tell students to get out their notebooks and prepare to do another Writing Conversation.
  - Write the following questions on the board:
    - What is your plan to improve the opening of your essay? How can you get your reader's attention?
    - What is your plan to improve other portions of your essay?
    - What is your plan to improve the grammar and spelling in your essay?
  - Put students into pairs.
  - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner.
  - The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
    - Penmanship.
    - Spelling.
    - Grammar.
  - Have students repeat this process until all three questions on the board have been answered.
- 

### HOMEWORK

**WRITE:** Have students develop a rewrite of the four-paragraph essay.

**COMPLETE:** Choose and assign grammar homework that will address significant grammar issues in the class.



# Writing Week 4, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Presenting the Career Path You Want to Pursue - Writing Week



Class to be held in the Technology Lab

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Begin the rewriting process on the computer.
- Rewrite the essay.

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#### MATERIALS

##### For Activity #1:

- Teacher Resource: Make one copy of an activity for the teacher.  
*Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2)  
Note: Teachers may choose to use a different grammar text.

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Why Champion Social and Emotional Learning? Because it Helps Students Build Character*  
<http://www.edutopia.org/social-emotional-learning-introduction>
- Handout: Make one copy for each student.  
*Core SEL Competencies*  
<http://www.casel.org/social-and-emotional-learning/core-competencies/>

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#### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. You can insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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#### ACTIVITY #2: Begin the Rewriting Process on the Computer - 80 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
- Give students class time to begin rewriting.
- Encourage students to focus on one paragraph at a time.
- Tell students they will be able to finish their rewrites for homework.

## **HOMEWORK**

**WRITE:** Have students finish rewriting their essay.

**READ:** Have students read *Why Champion Social and Emotional Learning? Because it Helps Students Build Character* (attached). Then, have students:

- Underline those parts of each article that help define what Social and Emotional Learning is.
- Circle words that they don't understand.

**READ:** Have students read *Social Emotional Learning Core Competencies* <http://www.casel.org/social-and-emotional-learning/core-competencies/>. Then, have students:

- Underline those parts of each article that help define what Social and Emotional Learning is.
- Circle words that they don't understand.

**WRITE:** Have students write in their journals and answer the following questions:

- Which of the Core Competencies of Social and Emotional Learning do you excel at? Give some examples.
- Which ones do you wish you could strengthen?
- How could these Core Competencies improve a person's life?

## Why Champion Social and Emotional Learning?: Because It Helps Students Build Character

Source: <http://www.edutopia.org/social-emotional-learning-introduction>

Helping students develop a sense of self will ultimately help them to better manage their emotions, communicate, and resolve conflicts nonviolently.

By Edutopia

March 16, 2008

It's not enough to simply fill students' brains with facts. A successful education demands that their character be developed as well. That's where social and emotional learning comes in. SEL is the process of helping students develop the skills to manage their emotions, resolve conflict nonviolently, and make responsible decisions.

Although family, community, and society are significant factors in fostering emotional intelligence and character development, educators must create a safe, supportive learning environment and integrate SEL into the curriculum.

### *VIDEO: Smart Hearts: Social and Emotional Learning Overview*

Research shows that promoting social and emotional skills leads to reduced violence and aggression among children, higher academic achievement, and an improved ability to function in schools and in the workplace. Students who demonstrate respect for others and practice positive interactions, and whose respectful attitudes and productive communication skills are acknowledged and rewarded, are more likely to continue to demonstrate such behavior. Students who feel secure and respected can better apply themselves to learning. Students who are encouraged to practice the Golden Rule find it easier to thrive in educational environments and in the wider world.

In SEL, educators (and other students) coach children in conflict resolution and model how to negotiate, how to discuss differences in opinion without resorting to personal attacks, and how to accept others when their attitudes, beliefs, and values differ from one's own. SEL strives to educate children about the effects of harassment and bullying based on social standing, ethnic origin, or sexual orientation.

Teachers must lay the groundwork for successful SEL by establishing an environment of trust and respect in the classroom. Empathy is key. Before children can be expected to unite to achieve academic goals, they must be taught how to work together, and so it provides them with strategies and tools for cooperative learning.

Such learning, successfully incorporated into project learning and other teaching styles, is easily integrated into all subject areas and can be effectively assessed with rigorous, sophisticated rubrics. It also contributes to a productive classroom environment where students feel they can learn without concern for their emotional welfare.

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# Reading Week 5, Lesson 1

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Who Are We When We Talk To Children? - Reading Week



Class to be held in the Technology Lab

#### OBJECTIVES

- Define Social Emotional Learning.
- Learn three basic brain functions.
- Apply basic brain functions to a video on brain development.

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#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Why Champion Social and Emotional Learning? Because it Helps Students Build Character* (attached to Week 4, Lesson 4)  
<http://www.edutopia.org/social-emotional-learning-introduction>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Core SEL Competencies*  
<http://www.casel.org/social-and-emotional-learning/core-competencies/>
- Classroom Resource: Two dictionaries

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Key Findings on Social Emotional Health and Brain Development*  
<http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.8.pdf>
- Handout (attached): Make one copy for each student.  
*Key Findings on Social Emotional Health and Brain Development, and Overview of CSEFEL Infant Toddler Training Module Content*  
<http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.8.pdf>
- Online Resource: *The Evolutionary Layers Of The Human Brain*  
[http://thebrain.mcgill.ca/flash/d/d\\_05/d\\_05\\_cr/d\\_05\\_cr\\_her/d\\_05\\_cr\\_her.html](http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html)
- Online Resource: *The Amygdala and its Allies*  
[http://thebrain.mcgill.ca/flash/d/d\\_04/d\\_04\\_cr/d\\_04\\_cr\\_peu/d\\_04\\_cr\\_peu.html#2](http://thebrain.mcgill.ca/flash/d/d_04/d_04_cr/d_04_cr_peu/d_04_cr_peu.html#2)

##### For Activity #3:

- Video: *How Brains are Built: The Core Story of Brain Development*  
<https://www.youtube.com/watch?v=LmVWOe1ky8s> (running time: 4:05)

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Is Social-Emotional Learning a Luxury?*

### **ACTIVITY #1: Define Social Emotional Learning - 40 minutes**

#### **Journal Check-in - 5 minutes**

- Make sure you keep checking students' journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  - What was your experience journaling for this class?
  - Is everyone getting more comfortable with the journal writing process?
  - Why or why not?
  - What were the Core Competencies you said you were good at? Which did you say you wanted to improve?

#### **Vocabulary Check-In - 10 minutes**

- Tell students to get out their homework articles.
- Ask what words they circled. Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read the sentence that the word appears in aloud.
  - Have a student with a dictionary read the definition.
  - Decide on the wording of the definition that helps students understand the sentence best.
  - Write that definition on the board.
  - Have student write the words and the definitions down in their notebooks.

#### **Define Social Emotional Learning - 25 minutes**

- Tell students they are now going to define Social Emotional Learning (SEL) based on their readings.
- Put students into pairs to:
  - Come up with a written summary of SEL in their own words.
  - List reasons why SEL is important.
  - Comment on which of the SEL competencies they are best at and which they most want to improve.
- Tell students they are to listen to the summaries from the point of view of an audience that has not read these articles.
- Go round robin to have students read out their summaries and give their lists and comments.
- After each summary is read, ask:
  - As the audience who has not read this article, does this summary give you a good definition of SEL you can use?
  - Do you have additional questions?
- Tell students that this week they will be looking at social emotional learning, learn the basic brain science behind this learning, and then try to apply social emotional learning principles to themselves. By doing this, they will be able to do a few important things:

- Come up with strategies based on brain science for motivating themselves to complete the college certification or degree of their choice.
    - Learn the basics for effective communication with children.
  - Child development and social emotional learning for children will, then, be studied in more depth in Early Childhood Education Bridge Semester 1 weeks 9-16 and other essential learning approaches will be covered in Bridge Semester 2. These will include the importance of play and interaction with nature as key to building healthy children.
  - And, to begin this whole process, students must have a good definition of social emotional learning.
- 

### ACTIVITY #2: Learn About Three Basic Brain Functions - 50 minutes

- Tell students they are now going to get some basic brain facts about how small children's brains develop and some basics about how human brains work.
  - Pass out the *Key Findings on Social Emotional Health and Brain Development* quiz and tell students to answer True or False for each question.
  - Read each item of the quiz and, for each, ask:
    - Who thought this one was true? Raise your hand.
    - False? Raise your hand.
  - Pass out *Overview of CSEFEL Infant Toddler Training Module Content* and have students mark off the ones they got wrong.
  - Ask:
    - Which of these answers surprised you most?
    - What are some important new facts they have learned from the quiz?
    - What do these facts tell us about children's needs?
  - Next, tell students they are going to look at some basic brain functions on the computer.
  - Write the two links on the board and have students read the material:
    - [http://thebrain.mcgill.ca/flash/d/d\\_05/d\\_05\\_cr/d\\_05\\_cr\\_her/d\\_05\\_cr\\_her.html](http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html)
    - [http://thebrain.mcgill.ca/flash/d/d\\_04/d\\_04\\_cr/d\\_04\\_cr\\_peu/d\\_04\\_cr\\_peu.html#2](http://thebrain.mcgill.ca/flash/d/d_04/d_04_cr/d_04_cr_peu/d_04_cr_peu.html#2)
  - Write the following questions on the board for them to answer.
    - In your own words, what does each of the three brain systems do?
    - How do you make sense of the three brain systems in relation to evolution?
    - What are the two pathways of fear?
  - Ask the questions on the board and have students give their answers. Discuss these answers until the answers are clear.
    - What brain systems do you think are being used when the emotional stimulus goes straight to the amygdala and there is an emotional response?
    - How do you think the emotional response is different when the emotional stimulus goes to the sensory cortex before it goes to the amygdala for an emotional response?
    - Give examples of what is happening in a person for each of the pathways of fear.
- 

### ACTIVITY #3: Apply Basic Brain Functions to a Video on Brain Development - 30 minutes

- Tell students they are now going to apply what they have just learned to information about brain development.
- Write the following questions on the board:
  - What is the significance of serve and return contact interactions between caregivers and children?
  - What is stress?
  - What is toxic stress?
  - What are the impacts of these two kinds of stress on the brain?

- How is SEL like air traffic control?
  - Watch the short video *How Brains are Built*, one or two times.
  - Discuss the questions on the board.
  - Put students into pairs to answer these two questions:
    - How do the three basic brain functions relate to stress, toxic stress, and overall brain development?
    - How can SEL change brain development?
  - Discuss student answers to these questions.
- 

## **HOMWORK**

**WRITE:** Have students write in their journals and answer the following questions:

- Have you ever experienced toxic stress?
- What was the impact on you?
- Did it have an impact on your ability to learn and live a healthy life?

**READ:** Have students read *is Social Emotional Learning a Luxury?* (attached). Then, have students:

- Underline those areas of the article that help them answer these two questions:
  - Why is social emotional learning important?
  - Who needs social emotional skills? Why?
- Circle any words they don't understand.
- Create five questions of facts they know the answers to for each article. They will use these questions to quiz their classmates.



|   |               |
|---|---------------|
| A baby is born with just a few brain cells.   | True or False |
| The kind of care a young child receives plays a big role in how the brain wires <b>itself. For example, caregivers who respond sensitively to a baby's cries are</b> building the connections that lead to healthy relationships. | True or False |
| Brain development is completely determined and designed based on genetics.  | True or False |
| <b>The infant's early brain development is designed to connect the newborn with</b> other human beings around him who will provide care.  | True or False |
| Babies are born with the desire to master and explore their environment and are active participants in their own learning.  | True or False |
| <b>A toddler's brain is less active than an adult's brain.</b>  | True or False |
| Young children need expensive toys to get smarter.  | True or False |
| <b>Babies cannot recognize their parents' voices.</b>   | True or False |
| Babies seek physical and emotional equilibrium.   | True or False |
| What happens before birth does not affect <b>children's learning.</b>   | True or False |
| Babies can match emotional voice tone to emotional facial expression.   | True or False |
| Babies prefer looking at faces.   | True or False |

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|   |       |
|---|-------|
| <p>A baby is born with just a few brain cells.</p> <p><i>A baby is born with more than 100 billion brain cells. Some of these cells are already connected to other cells at birth. These connections regulate the heartbeat and breathing, control reflexes, and regulate other functions needed to survive. However, <b>much of the brain's wiring does not occur until after birth.</b></i></p>   | False |
| <p>The kind of care a young child receives plays a big role in how the brain wires itself. For example, caregivers who respond sensitively to a <b>baby's cries are</b> building the connections that lead to healthy relationships.</p> <p><i>From the moment a baby is born, every experience helps build the connections that guide development. No two brains are alike! Early experiences impact the actual architecture of the brain.</i></p>   | True  |
| <p>Brain development is completely determined and designed based on genetics.</p> <p>Early experiences are equally as important as genetics in brain development. <i>The baby's day-to-day experiences help decide how her brain cells will connect to each other.</i></p>  | False |
| <p><b>The infant's early brain development is designed to connect the newborn with</b> other human beings around him who will provide care.</p> <p><i>Babies are also born with a set of very useful instincts for surviving and orienting to their new environment. They prefer human stimuli (a face, voice, touch, smell) over everything else. They innately orient to people's faces and would rather listen to talking or singing than any other kind of sound.</i></p>   | True  |
| <p>Babies are born with the desire to master and explore their environment and are active participants in their own learning.</p> <p><b>Babies are born with a desire to explore, understand, and "master" their surroundings.</b> <i>They learn more easily with the help and encouragement of their families and caregivers. When encouraged to explore, <b>while are also making sure they don't get hurt, babies learn to feel good about learning and enjoy new experiences.</b></i></p>   | True  |
| <p><b>A toddler's brain is less active than an adult's brain.</b></p> <p><i>A 3-year-old's brain is twice as active as an adult's brain. The adult brain is more efficient. It has gotten rid of brain connections that it doesn't need (pruning). By about age 3, the brain's cells have made most of their connections to other cells. Over the next several years, connections are refined based on experience. The connections that are used most will become stronger. Those that are used least will eventually wither.</i></p> | False |

| Module 1  | Handout 1.8: Overview of CSEFEL Infant Toddler Training Module Content |
|---|--|
| <p>Young children need expensive toys to get smarter.</p> <p><i>Young children need loving, responsive and predictable care and experiences, such as gentle touch, talking, reading, singing, rocking, etc. Too many new experiences at once can overstimulate a young child and will not help with brain development. Young children need time to process what they have experienced and learn before they are ready for something new.</i></p>  | False  |
| <p><b>Babies cannot recognize their parents' voices.</b></p> <p><i>Some research shows that babies start listening to their parents' voices while still in the womb. <b>Once born, babies tune into the words used by their familiar caregiver's to figure out what they are saying.</b> In fact, research has shown that babies prefer speech to all other sounds. They enjoy hearing the different sounds, pitches, and tones that adults use naturally when they talk with babies.</i></p> | False  |
| <p>Babies seek physical and emotional equilibrium.</p> <p><i>Infants are unable to regulate themselves. Despite being born with the capacity for feeling deep emotions, babies are unable to keep themselves in a state of equilibrium, lacking the skills to regulate either the intensity or the duration of those emotions. Babies need assistance and monitoring of a responsive caregiver to maintain equilibrium and not become overwhelmed.</i></p>                                    | True   |
| <p>What happens before birth does <b>not affect children's learning.</b></p> <p><i>Poor nutrition and exposure to drugs and alcohol can lead to serious problems in brain development even before birth. A developing fetus needs adequate nutrition to develop properly.</i></p>   | False  |
| <p>Babies can match emotional voice tone to emotional facial expression.</p> <p><i>Some studies show babies as young as three and a half months as being able to connect <b>their mother's tone of speech and facial expressions (using two images, happy and sad).</b></i></p>   | True   |
| <p>Babies prefer looking at faces.</p> <p><i>Various research studies found that newborn infants have shown a preference for looking at faces and face-like stimuli (e.g., Batki et al 2000). The babies also show a preference for faces with open eyes. When given a choice between fearful and smiling faces, newborns look longer at happy faces (Farroni et al 2007).</i></p>  | True   |

## Is Social-Emotional Learning a Luxury?

Source: [http://greatergood.berkeley.edu/article/item/is\\_social\\_emotional\\_learning\\_a\\_luxury](http://greatergood.berkeley.edu/article/item/is_social_emotional_learning_a_luxury)

We hear from many teachers in low-income schools that social-emotional learning (SEL) is considered an “add-on”—something that can happen *after* students have proven their academic merit. If that’s the case, does that mean social-emotional learning is a luxury only for wealthy children, whose schools perform better academically and can afford to invest time and money in SEL programs?

Absolutely not. In fact, it’s not a luxury for either group. It’s a necessity.

Numerous studies have shown that social-emotional learning (SEL) increases students’ academic achievement and positive attitudes toward self, school, and others. It also reduces problem behavior and emotional distress. In other words, it’s good for everyone—but for different reasons.



Students engaging in SEL at a program run by the [Holistic Life Foundation](#).

SEL can help students from disadvantaged backgrounds overcome the cognitive and emotional scars they suffer as a result of their environment. As Paul Tough [reports in his new book](#), *How Children Succeed*, studies over the last 10 years have shown that the body’s reaction to stress—caused by things such as violence, exposure to substance abuse, and neglect in infancy and childhood—can have very serious and long-lasting negative effects on kids’ psychological, physical, and neurological development.

This, in turn, negatively impacts their academic success: Children who experience this kind of stress often suffer from learning and behavioral problems, including difficulty concentrating and sitting still; they also have a hard time handling challenging situations

and regulating their emotions.

Social-emotional skills such as [mindfulness](#) can help children lessen their anxiety and improve their attention in the classroom. Teaching students to recognize, express, and regulate their emotions through programs like [RULER](#) may help them handle difficult emotions.

But children from disadvantaged backgrounds aren't the only ones who can benefit from social-emotional education. Scientists have found that affluent students, particularly teenagers, are at tremendous risk for problems such as depression, anxiety, substance abuse, eating disorders, and cutting.

For example, 22 percent of adolescent girls from affluent homes are clinically depressed—that's three times the national rate of depression for adolescent girls. Affluent teenage boys suffer from depression and anxiety as well, although not at the same rate as girls. However, by the time boys reach 11th and 12th grades, they often self-medicate with drugs and alcohol to deal with their emotional issues.

While it's easy to think that children from wealthy backgrounds have all the resources to set them on a sure path to success, this is not the case at all.

One reason why is the extreme *pressure to succeed* that affluent children face. High expectations for children are usually a good thing; however, as Madeline Levine writes in her book [The Price of Privilege](#), "It is when a parent's love is experienced as conditional on achievement that children are at risk for serious emotional problems [because] this activates intense feelings of shame and hopelessness."

In addition, striving for success to satisfy their parents rather than themselves leaves children feeling "empty"—without a sense of who they are and what they want. This lack of identity formation also contributes to their emotional problems.

Studies also suggest that affluent parents' busy schedules can create a [sense of isolation](#) in their children, often resulting in an insecure attachment between parent and child. Scientists have found that children who have not formed a strong emotional bond with a caregiver are often less confident, have fewer friends, and struggle academically. Problems with attachment carry over into adulthood, including higher levels of anxiety and depression and difficulty forming close relationships.

While not all affluent children experience these kinds of emotional problems, there's another reason why they might benefit from SEL: the impact of social class on social-emotional skills.

In a series of studies, scientists (including the GGSC's [Dacher Keltner](#)) have found that people from higher social classes show [lower levels of generosity](#), are less interested in connecting with other people, and are [worse at reading others' emotions](#). (We published [an overview of this line of research](#) on *Greater Good* just last week.)

The studies also suggest that people of high socioeconomic status are [more prone to unethical behavior](#), due to their more favorable attitudes toward greed. This is particularly alarming when considering that many of our future doctors, lawyers, policymakers, corporate executives, and government leaders spend their formative years in affluence. Fortunately, science is helping us understand that none of these outcomes are inevitable—that it's possible to teach empathy, compassion, and kindness. Even in the studies on socioeconomic status, researchers have found they could boost rich people's empathy and generosity simply by having them imagine being on a lower rung of the social ladder. So what can schools do to shape all their students' social-emotional skills for the better? For starters, administrators can check out the Collaborative for Academic, Social, and Emotional Learning's (CASEL) newly-released [list](#) that identifies 23 of the most effective preschool and elementary SEL programs (a list of middle and high school programs will be released in 2013).

For teachers who would like to teach social-emotional skills to their students but don't have the support of their schools, keep in mind that SEL doesn't necessarily require a full-school program. In fact, simply making a daily effort to cultivate mindfulness and a caring classroom can do wonders for students' emotional well-being. While a [secure relationship with a teacher](#) cannot fully take the place of a close emotional bond with a parent, [research](#) has found that students who believe their teachers care about them do better academically and emotionally.

I'll be writing much more about strategies like these for teachers, administrators, and entire school communities. But first and foremost, we need to consider why these strategies are so important for students of all backgrounds. Even though schools can't cure all the ills of society, they can take a big step in the right direction by embracing social-emotional learning.

The immediate outcome of SEL may be academic success or improved psychological well-being for the individual student. But, in the end, we all benefit through the creation of a kinder and more compassionate society.

**Vicki Zakrzewski, Ph.D.** is the education director of the Greater Good Science Center.

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# Reading Week 5, Lesson 2

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Who Are We When We Talk To Children? - Reading Week



Class to be held in the Technology Lab

#### OBJECTIVES

- Quiz each other on the facts of the homework article.
- Watch videos to learn more about the three primary brain systems.
- Journal from your different brain systems.

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#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Is Social Emotional Learning a Luxury?* (attached to Week 5, Lesson 1)  
[http://greatergood.berkeley.edu/article/item/is\\_social\\_emotional\\_learning\\_a\\_luxury](http://greatergood.berkeley.edu/article/item/is_social_emotional_learning_a_luxury)
- Classroom Resource: Two dictionaries

##### For Activity #2:

- Video: *How to Represent Your Brain with Your Hand*  
<http://consciousdiscipline.com/bookstudy/chapter-2.asp> (running time: 2:59)
- Video: *Wiring the Brain for Success*  
Found listed under: *Executive Skills: A TOP WIFE MAKES GOOD TEA.*  
<http://consciousdiscipline.com/bookstudy/chapter-2.asp> (running time: 17:47)

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Mom's Love Good For Child's Brain*  
<http://www.sciencedaily.com/releases/2012/01/120130170147.htm>
- Handout (attached): Make one copy for each student.  
*Pain, Social Rejection Have Similar Effect on Brain*  
<http://www.webmd.com/sex-relationships/news/20110328/pain-social-rejection-have-similar-effect-on-brain>

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#### ACTIVITY #1: Quiz Each Other on the Facts of the Homework Article - 40 minutes

##### Journal Check-in - 5 minutes

- Make sure you keep checking students' journaling in. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  - What was your experience journaling for this class?
  - Is everyone getting more comfortable with the journal writing process?
  - Why or why not?

- What did you have to say about the effect of toxic stress on your life?

### **Vocabulary Check-in - 10 minutes**

- Tell students to get out their homework articles.
- Ask what words they circled. Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read out the sentence that the word appears in.
  - Have a student with a dictionary read the definition.
  - Decide on the wording of the definition that helps students understand the sentence best.
  - Write that definition on the board.
  - Have student write the words and the definitions down in their notebooks.

### **Reading Analysis - 25 minutes**

- Tell students they are to take a moment to review their homework article and their quiz questions to play the following game.
- Ask: Who wants to be the first lead? Then tell students to follow this pattern:
  - The lead asks a question he/she knows the answer to.
  - Those who know the answer raise their hands.
  - The lead chooses someone to answer the question.
    - If the answer is correct, that person becomes the new lead and starts this process over again.
    - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- After this exercise, ask:
  - Can someone summarize the reasons kids in poverty need SEL?
  - How about affluent kids?
  - Why do you think so many kids from so many backgrounds are having so much difficulty in our society?
- Encourage students to come up with different theories as to what might explain why so many kids from different backgrounds are struggling.

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### **ACTIVITY #2: Watch Videos to Learn More about the Three Primary Brain Systems - 50 minutes**

- Tell students they are going to watch two videos about the relationship between brain science and the importance of SEL.
- Project the first video: *How to Represent Your Brain with Your Hand*:
  - Go the website, scroll down to the *How to Represent Your Brain with Your Hand* title, and then click on the video.
- Write the following questions on the board:
  - How do you use your hand to represent the brain? Show me.
  - What are the different states for each of the brain systems?

- Which part of the brain is responsible for self-regulation?
    - What kinds of behavior are associated with the brain stem and limbic system?
    - What did she mean when she said you “flipped your lid” and “put a lid on it?”
  - Ask students if they want to watch the video again or can they answer the questions already. Watch the video again as needed.
  - Tells students they are going to watch the next video twice—one time to just listen, the second time to take notes.
  - Watch *Wiring the Brain for Success*:
    - Click on 1: Executive Skills
    - Scroll to the video and click on the start arrow.
  - Write the following questions on the board:
    - What does “The Zone” have to do with the prefrontal lobes?
    - What are the skills of the brain stem?
    - What is the brain stem’s primary question?
    - What are the skills of the limbic system?
    - What is the limbic system’s primary question?
    - What is the “CD Rom” in the limbic system?
    - What are the skills of the prefrontal lobes?
    - What needs to happen to wire the brain together?
    - What happens when the brain is not wired together?
    - How do rewards and punishments stop brains from being wired together?
  - Ask: Which of these questions can we answer already?
  - Watch the video again, have students take notes, and revisit the questions.
  - Finally, ask:
    - How can this information on brain connection be applied to understanding your interactions?
    - How can this information on brain connection be applied to understanding how to interact with children?
- 

### ACTIVITY #3: Journal from Your Different Brain Systems - 30 minutes

- Tell students they are now going to get a deeper sense of the reactions of their own brain stems and limbic systems.
- Ask:
  - What are some things that always and completely drive you crazy?
  - Write students answers on the board.
- Ask:
  - Which of these things on the board drive you to respond with your brain stem?
  - How do you know it is your brain stem that is responding?
  - What kinds of things does your brain stem say to you in these situations?
  - Have students give examples.
- Next, ask:
  - Which of these things on the board drive you to respond with your limbic system?
  - How do you know you are in your limbic system?
  - What kinds of things does your limbic system say?
  - Have students give examples.
- Then, ask:
  - What kind of character is the brain stem? How would this character speak? Think? Be concerned with?
  - How about the limbic system?
  - How are these characters really different?
- Have the class to choose a situation from the board that drives them into their brain stem.

- They should then journal on what their brain stem is saying about their response to the situation for 5-7 minutes.
    - Remind students that the situation makes them either want to fight, flee, or surrender.
  - After students have completed their journal writing, tell them to read what they have written to get a sense of what the different brain stem voices are saying.
  - Repeat the journaling process for the limbic system.
    - Remind students that the situation turns on the CD-Rom they got from their parents. What would the voice on that CD-Rom say?
  - Have students read their limbic system voices aloud.
  - Ask:
    - What are the similarities between the different brain stem voices?
    - What are the similarities between the different limbic system voices?
    - What are the significant differences?
    - What does this tell you about how all our brains work?
- 

## **HOMEWORK**

**WRITE:** Have students write in their journal and answer the following questions:

- What is life like when you are operating from your pre-frontal cortex?
- What is life like when you are operating from your brain stem? Your limbic system?

**READ:** Have students read *Mom's Love Good For Child's Brain* (attached). Then, have them:

- Underline significant facts.
- Circle words they don't understand.
- Create five questions of facts they know the answers to for each article. They will use these questions to quiz their classmates.

**READ:** Have students read *Pain, Social Rejection Have Similar Effect on Brain* (attached). Then, have them:

- Underline significant facts.
- Circle words they don't understand.
- Create five questions of facts they know the answers to for each article. They will use these questions to quiz their classmates.

## Mom's love good for child's brain – ScienceDaily.com

Source: <http://www.sciencedaily.com/releases/2012/01/120130170147.htm>

School-age children whose mothers nurtured them early in life have brains with a larger hippocampus, a key structure important to learning, memory and response to stress. The new research, by child psychiatrists and neuroscientists at Washington University School of Medicine in St. Louis, is the first to show that changes in this critical region of children's brain anatomy are linked to a mother's nurturing. Their research is published online in the *Proceedings of the National Academy of Sciences Early Edition*.

"This study validates something that seems to be intuitive, which is just how important nurturing parents are to creating adaptive human beings," says lead author Joan L. Luby, MD, professor of child psychiatry. "I think the public health implications suggest that we should pay more attention to parents' nurturing, and we should do what we can as a society to foster these skills because clearly nurturing has a very, very big impact on later development."

The brain-imaging study involved children ages 7 to 10 who had participated in an earlier study of preschool depression that Luby and her colleagues began about a decade ago. That study involved children, ages 3 to 6, who had symptoms of depression, other psychiatric disorders or were mentally healthy with no known psychiatric problems.

As part of the initial study, the children were closely observed and videotaped interacting with a parent, almost always a mother, as the parent was completing a required task, and the child was asked to wait to open an attractive gift. How much or how little the parent was able to support and nurture the child in this stressful circumstance -- which was designed to approximate the stresses of daily parenting -- was evaluated by raters who knew nothing about the child's health or the parent's temperament.

"It's very objective," Luby says. "Whether a parent was considered a nurturer was not based on that parent's own self-assessment. Rather, it was based on their behavior and the extent to which they nurtured their child under these challenging conditions." The study didn't observe parents and children in their homes or repeat stressful exercises, but other studies of child development have used similar methods as valid measurements of whether parents tend to be nurturers when they interact with their children.

For the current study, the researchers conducted brain scans on 92 of the children who had had symptoms of depression or were mentally healthy when they were studied as preschoolers. The imaging revealed that children without depression who had been nurtured had a hippocampus almost 10 percent larger than children whose mothers were not as nurturing.

"For years studies have underscored the importance of an early, nurturing environment for good, healthy outcomes for children," Luby says. "But most of those studies have looked at psychosocial factors or school performance. This study, to my knowledge, is the first that

actually shows an anatomical change in the brain, which really provides validation for the very large body of early childhood development literature that had been highlighting the importance of early parenting and nurturing. Having a hippocampus that's almost 10 percent larger just provides concrete evidence of nurturing's powerful effect."

Luby says the smaller volumes in depressed children might be expected because studies in adults have shown the same results. What did surprise her was that nurturing made such a big difference in mentally healthy children.

"We found a very strong relationship between maternal nurturing and the size of the hippocampus in the healthy children," she says.

Although 95 percent of the parents whose nurturing skills were evaluated during the earlier study were biological mothers, the researchers say that the effects of nurturing on the brain are likely to be the same for any primary caregiver -- whether they are fathers, grandparents or adoptive parents.

The fact that the researchers found a larger hippocampus in the healthy children who were nurtured is striking, Luby says, because the hippocampus is such an important brain structure.

When the body faces stresses, the brain activates the autonomic nervous system, an involuntary system of nerves that controls the release of stress hormones. Those hormones help us cope with stress by increasing the heart rate and helping the body adapt. The hippocampus is the main brain structure involved in that response. It's also key in learning and memory, and larger volumes would suggest a link to improved performance in school, among other things.

Past animal studies have indicated that a nurturing mother can influence brain development, and many studies in human children have identified improvements in school performance and healthier development in children raised in a nurturing environment. But until now, there has not been solid evidence linking a nurturing parent to changes in brain anatomy in children.

"Studies in rats have shown that maternal nurturance, specifically in the form of licking, produces changes in genes that then produce changes in receptors that increase the size of the hippocampus," Luby says. "That phenomenon has been replicated in primates, but it hasn't really been clear whether the same thing happens in humans. Our study suggests a clear link between nurturing and the size of the hippocampus."

She says educators who work with families who have young children may improve school performance and child development by not only teaching parents to work on particular tasks with their children but by showing parents how to work with their children.

"Parents should be taught how to nurture and support their children," Luby says. "Those are very important elements in healthy development."

Funding for this research comes from grants awarded by the National Institute of Mental Health of the National Institutes of Health (NIH).

**Story Source:** The above post is reprinted from [materials](#) provided by [Washington University in St. Louis](#). The original item was written by Jim Dryden. *Note: Materials may be edited for content and length.*

**Journal Reference:**

1. J. L. Luby, D. M. Barch, A. Belden, M. S. Gaffrey, R. Tillman, C. Babb, T. Nishino, H. Suzuki, K. N. Botteron. **Maternal support in early childhood predicts larger hippocampal volumes at school age.** *Proceedings of the National Academy of Sciences*, 2012; DOI: [10.1073/pnas.1118003109](#)

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**Pain, Social Rejection Have Similar Effect on Brain**  
Study Suggests Similarities in Physical Pain and Emotional Pain  
Reviewed by [Louise Chang, MD](#)  
**WebMD News Archive**

**Source:** <http://www.webmd.com/sex-relationships/news/20110328/pain-social-rejection-have-similar-effect-on-brain>

March 28, 2011 -- Rejection really does hurt. That's the message of a new study that suggests physical pain and the pain of rejection may "hurt" in the same way. Researchers found that physical pain and intense emotional pain, such as feelings of rejection after a bad breakup of a relationship, activate the same "pain" processing pathways in the [brain](#).

"These results give new meaning to the idea that social rejection 'hurts,'" says researcher Ethan Kross, PhD of the University of Michigan, in a news release.

"On the surface, spilling a hot cup of coffee on yourself and thinking about how rejected you feel when you look at the picture of a person that you recently experienced an unwanted breakup with may seem to elicit very different [types of pain](#)," says Kross. "But this research shows that they may be even more similar than initially thought."

### **Comparing 'Painful' Situations**

In the study, published in the *Proceedings of the National Academy of Sciences*, researchers recruited 40 people who experienced an unwanted romantic breakup within the past six months. Each of the participants said thinking about their breakup made them feel intensely rejected.

Using functional [magnetic resonance imaging](#) (fMRI), researchers analyzed the participants' [brain](#) activity during two "painful" situations.

In one scenario, the participants looked at a picture of their ex-partner and thought about how they felt rejected during their breakup experience. In a different scenario, the participants experienced mild physical pain similar to holding a very hot coffee cup.

The results showed that in both situations the same regions of the [brain](#) were activated, the secondary somatosensory cortex and the dorsal posterior insula. Both of these regions have previously been implicated in physical pain processing.

"We found that powerfully inducing feelings of social rejection activate regions of the [brain](#) that are involved in physical pain sensation, which are rarely activated in neuroimaging studies of emotion," says Kross. "These findings are consistent with the idea that the experience of social rejection, or social loss more generally, may represent a distinct emotional experience that is uniquely associated with physical pain."

Researchers say the results suggest that pain and social rejection may have overlapping sensory mechanisms in the brain. If confirmed by further studies, the findings may offer new insight into how social rejection may lead to various physical [pain symptoms](#) and disorders.

# Reading Week 5, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Who Are We When We Talk To Children? - Reading Week

#### OBJECTIVES

- Quiz each other on the facts of the homework articles.
  - Write and present brain system monologues.
  - Role-play conversations with the prefrontal cortex.
- 

#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Mom's Love Good For Child's Brain* (attached to Week 5, Lesson 2)  
<http://www.sciencedaily.com/releases/2012/01/120130170147.htm>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
- *Pain, Social Rejection Have Similar Effect on Brain* (attached to Week 5, Lesson 2)  
<http://www.webmd.com/sex-relationships/news/20110328/pain-social-rejection-have-similar-effect-on-brain>
- Classroom Resource: Two dictionaries.

##### For Activity #3:

- Handout (attached): Make one copy for each student.  
*Developmental Order of Executive Skills*  
<http://consciousdiscipline.com/bookstudy/chapter-2.asp>

##### For Homework:

- Handout (attached): Make one copy for each student.  
*7 Steps to Success at Community College*  
<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>
- 

### ACTIVITY #1: Quiz Each Other on Homework Article Facts - 40 minutes

#### Journal Check-in - 5 minutes

- Make sure you keep checking students' journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  - What was your experience journaling for this class?
  - Is everyone getting more comfortable with the journal writing process?
  - Why or why not?
  - What is life like when you operate from your prefrontal cortex? Your brain stem? Your limbic system?

### Vocabulary Check-in - 10 minutes

- Tell students to get out their homework articles.
- Ask what words did they have circled. Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read out the sentence that the word appears in.
  - Have a student with a dictionary read the definition.
  - Decide on the wording of the definition that helps students understand the sentence best.
  - Write that definition on the board.
  - Have student write the words and the definitions down in their notebooks.

### Reading Analysis - 25 minutes

- Tell students they are to take a moment to review their homework articles and their quiz questions to play the following game.
  - Ask: Who wants to be the first lead? Then tell students to follow this pattern:
    - The lead asks a question he/she knows the answer to.
    - Those who know the answer raise their hands.
    - The lead chooses someone to answer the question.
      - If the answer is correct, that person becomes the new lead and starts this process over again.
      - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
  - Repeat this pattern until students are out of questions.
  - After this exercise, ask:
    - Can someone summarize the impact of love/nurture on the brain?
    - What is the significance of this finding? For parents? For preschool teachers?
    - How about the relationship between social rejection and physical pain?
    - What is the significance of this finding? For parents? For preschool teachers?
    - How do you make sense of these two sets of findings together?
- 

### ACTIVITY #2: Write and Present Brain System Monologues - 40 minutes

- Tell students they are now going to create characters out of their limbic system and brain stem voices. This exercise will build on the journal writing they have done in the limbic systems and brain stems and prepare them for doing a role-play with the prefrontal cortex.
- Put students in pairs.
- Ask: According to Becky Bailey in the videos *How to Represent Your Brain with Your Hand* and *Wiring the Brain for Success*, what is the question for each of the three primary brain systems? Write the correct answers on the board. The correct answers are:
  - Brain Stem: Am I safe?
  - Limbic System: Am I loved?

- Prefrontal Cortex: What can I learn?
  - Write on the board:
    - What is one situation that always gets a very strong emotional reaction from you?
    - How would your limbic system say in this situation? (What is on your CD-Rom from your parents?)
    - Give your response some attitude!
  - Tell students you want pairs to practice their emotional reactions to the emotional situation they have chosen.
  - When pairs present, have:
    - One partner present the situation the other partner will respond to.
    - Reverse the partner roles.
  - Now, repeat this exercise for the brain stem, only change the first question on the board:
    - What is one situation that always makes you feel your survival is being threatened whether it is or not?
- 

### ACTIVITY #3: Role-Play Conversations with the Prefrontal Cortex - 40 minutes

- Tell students they are now going to integrate in the voice of the prefrontal cortex to see if we can't calm the limbic system and the brain stem down.
  - Pass out the *Developmental Order of Executive Skills* list.
  - Go round robin and have the students read the list out loud.
  - Ask:
    - Which of these skills do you already have?
    - Which of these skills do you know you need to work on?
  - Count off by three and put students in groups—one for each of the three brain systems.
  - Tell students to choose a situation that they all would have a strong emotional response to:
    - Write these on the board.
    - Have students choose one from the list.
  - Tell students to prepare their response to the situation from their brain system. Assign one of the group members to deliver the monologue.
  - Put the representatives of the three brain systems in chairs at the front of the room in the following order left to right: brain stem, limbic system, prefrontal cortex.
    - Start with the brain stem monologue then have the prefrontal cortex respond. Next, go to the limbic system monologue and have the prefrontal cortex respond again.
    - Put three different representatives, one from each group, in front of the class to repeat this process, making sure that everyone gets to participate.
  - When the role plays are completed, ask:
    - How could internal dialogue with your prefrontal cortex be helpful to you?
    - How could this internal dialogue help you with your college goals?
- 

### HOMEWORK

**WRITE:** Have students answer the following prompt in their journals:

- Choose a situation that really pushes your buttons. Write a dialogue between your prefrontal cortex and either the limbic system or brain stem about the button-pushing situation. See if you can find out how the prefrontal cortex wants to solve the problem at hand.

**READ:** Have students read *7 Steps to Success at Community College* (attached). Then, have them:

- Underline the potential barriers to succeeding at community college.
- Underline the kinds of solutions colleges have come up with.

- Identify three steps to success that they are personally confident about taking.
- Identify three steps to success that they know they might help with.

## Prefrontal Cortex: Executive Skills

**Source:** <http://consciousdiscipline.com/bookstudy/chapter-2.asp>

**Attention:** The ability to sustain attention in spite of distractibility, boredom or fatigue.

**Time Management:** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. A sense that time is important.

**Organization:** The ability to create and maintain systems to keep track of information or materials.

**Prioritization:** The ability to see what is most important and make a plan to accomplish it.

**Working Memory:** The ability to hold information in memory while performing complex tasks, and the ability to draw on past learning or experiences to apply to the situation at hand or project into the future.

**Impulse Control:** The capacity to think before you act, allowing you to evaluate a situation and how your behavior might impact it.

**Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. Adapting to changing conditions.

**Empathy:** Understand what others feel and see from another's point of view.

**Metacognition:** The ability to step back and take a bird's eye view of yourself in a situation. To observe yourself (reflect and witness), self-monitor and self-evaluate.

**Goal Achievement:** The capacity to set a goal and follow through to completion.

**Task Initiation:** The ability to begin projects without undue procrastination, in an efficient and timely fashion.

**Emootional Control:** The ability to manage emotions.

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## 7 Steps to Success at Community College

**Source:** <http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

Many start community college. Few are graduated two, three, or even six years later. Community colleges are [raising success rates](#) by helping first year students connect with professors and classmates, concludes "A Matter of Degrees," which is based on surveys by the [Center for Community College Student Engagement](#) at the [University of Texas—Austin](#).

While there are "no silver bullets," first year students do better when they're in small, structured groups, says Kay McClenney, director of the center. "Promising practices" include grouping students in a "learning community" that takes several courses together or a "first year experience" program that creates a small community including faculty and staff. Student success courses that teach time management and study skills also help students make the transition to college life.

Students start with high goals, the new student survey found: 73 percent of entering students aim to complete an associate degree. Yet only 45 percent of those seeking a degree or certificate reach their goal within six years.

The first year is critical. At [Zane State College](#) in Ohio, 90 percent of students who complete the first year—including students in remedial classes—go on to earn a degree or certificate. Success rates would go up if more students studied for placement tests and avoided remedial classes, but few take advantage of study materials, "A Matter of Degrees" finds. As a result, 72 percent of those who take a placement test are told they need remedial reading, writing, or math. Once in developmental classes, most students don't use tutors or labs. Failure rates are high.

In addition, nearly half of new students don't seek help in choosing classes and even fewer talk to a counselor about balancing academics with work and family commitments. Nearly all community colleges offer orientation and 83 percent provide student success courses. Fifty-eight percent design a first year experience and 56 percent set up learning communities.

Yet most students don't take advantage of the help that's offered. "Students don't do optional" is one of McClenney's "rules of the universe." In some cases, colleges should make participation mandatory, she argues. In others, colleges can integrate "student and academic supports into classroom experiences," such as teaching study skills or use of the library as part of academic courses. "Colleges should provide more structure, fewer options and clearer pathways for students," she concludes.

[Brazosport College](#) in Texas requires all first time, in-college students to take Learning Frameworks, a student success course that teaches study skills, goal setting, college writing, conducting research, time management, handling stress, and other skills. Associate Dean of Instruction Lynda Villanueva, who directs transitional education, lists

seven steps to success for students:

**1. Identify sources:** Know the campus resources that are available to you before you need them.

**2. Start early:** Whether it is assignments, registering, visiting with an adviser, or visiting the tutor center, go early. Research shows that students who start early are more successful than students who don't.

**3. Take the course:** If given the option of taking a student success course, take it. Not all colleges require them, but they are one of the strongest support services a student can have.

**4. Form contacts with peers:** Again, research demonstrates that being engaged with others is a strong predictor of success.

**5. Visit your professors:** Instructors aren't scary and they enjoy visiting with students. Faculty are more likely to help students who are struggling when they have formed a relationship with them.

**6. Appreciate feedback:** Remember that feedback, even negative feedback, is an opportunity.

**7. Never quit.**

*Joanne Jacobs writes [Community College Spotlight](#) for [The Hechinger Report](#), an independent nonprofit education news site. Jacobs also [blogs about K-12 education](#) and is the author of *Our School: The Inspiring Story of Two Teachers, One Big Idea and the Charter School That Beat the Odds*.*

# Reading Week 5, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Who Are We When We Talk To Children? - Reading Week

#### OBJECTIVES

- Review homework reading.
  - Journal about fears and solutions about going to college using the three brain systems.
  - Watch video and apply implications to different groups of people.
- 

#### MATERIALS

##### For Activity #1 and 2

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
7 Steps to Success at Community College (attached to Week 5, Lesson 3)  
<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

##### For Activity #3:

- Video: Power of Love  
<http://consciousdiscipline.com/bookstudy/chapter-9.asp> (running time: 20:30)
  - Classroom Resource: Flip chart paper and markers.
- 

#### ACTIVITY #1: Review Homework Reading - 30 minutes

- Tell students that they are going to identify barriers and solutions that concern going to a community college and, then, use the brain science they have learned to create a plan for overcoming whatever fears they may have.
  - Put students into pairs to:
    - Make a master list of:
      - The potential barriers they may face at community college, according to the article.
      - The kinds of solutions colleges have come up with.
    - Share the steps to success that they are confident and not confident about and explain why.
    - Come up with a list of their most basic fears about being successful at college.
  - Go round robin from pair to pair for them to read to you a different barrier they may face at community colleges. Write these on the board.
  - Repeat this round robin for the kinds of solutions colleges have come up with.
  - Conduct a discussion about the kinds of steps to success they are confident or not confident about and have students explain their choices. Be sure to notice how students have similar and different kinds of fears.
  - Go round robin and have each student state their primary fears about being successful at college. Write students' fears on the board.
-

### ACTIVITY #2: Journal about Fears and Solutions about Going to College Using the Three Brain Systems - 40 minutes

- Tell students to decide if their fears about college reside primarily in their limbic system or their brain stem.
  - Evaluate the primary fears listed on the board by:
    - Reading each one and asking which brain system does this fear belong to and why.
    - Marking each fear with an “L” for limbic system or a “B” for brain stem as you go down the list.
  - Tell students to get out their journals. Tell them to pick their greatest fear and write down what the appropriate part of the brain would say concerning their biggest fear. Give them at least seven minutes.
  - Repeat this process for how the prefrontal cortex would respond to this fear.
  - Have students share what they wrote by:
    - Identifying the fear they choose.
    - Identifying the kinds of things their limbic system or brain stem would say about the fear.
    - Identifying the kinds of solutions the prefrontal cortex would recommend.
    - Taking notes on these solutions next to the fear they chose.
- 

### ACTIVITY #3: Watch a Video and Apply Implications to Different Groups of People - 40 minutes

- Tell students they are now going to watch a video that summarizes all the brain stem work they have done this week and think through how the ideas in the video would be useful for different groups of people.
  - Have students count off by three and put them in three different groups.
  - Put the following titles on the board and assign one to each group:
    - You and your interactions with an adult loved one.
    - Parents and their interactions with their children.
    - Preschool teachers and their interactions with children.
  - Also write the question: How can the principles presented in this video be applied to the interactions your group is assigned?
  - Encourage students to take notes on the video that will help them answer this question.
  - Watch the video *The Power of Love*. Ask if students want to watch the video again.
  - Give each group flip chart paper and markers.
  - Have students meet to discuss the implications of the principles for their assigned group. They are to:
    - Name the principle that was featured in the video and how would or should that principle affect interactions.
    - Appoint someone to keep a listing of the ideas discussed.
    - Appoint someone to create a poster that highlights the main points.
    - Appoint someone to present the ideas on the poster.
    - Make sure that different people have different jobs.
  - Have the groups present their analyses.
  - After all the presentations ask:
    - How are the implications for these different groups similar? Different?
    - How could the brain science principles explained in the video impact your life?
-

### Assign the Homework - 10 minutes

- Give students the writing assignment which is to:
    - Answer the questions so that an audience can understand fully what they are trying to say.
    - Put different major ideas in different paragraphs that can help their reader follow what they are saying.
    - Read their writing out loud (maybe even to someone who makes them feel happy and comfortable) to see that what they have written sounds natural and easy to understand. Make changes so that what they have written matches the way they think it should sound.
    - Bring in a copy of their writing that is easy for others to read. Type their piece of writing on the computer, if possible. If it is on the computer, it will be easier for them to go in and make changes for their final draft that will be due later.
- 

### HOMEWORK

**WRITE:** Have students complete a full writing assignment in response to the following questions:

- In their own words, summarize the basic three-part brain system that impacts behavior. Tell the real reader that they are going to demonstrate how this three-part system works in them concerning their fears of going to college.
- How does their brain stem or limbic system react to the pressures involved in going to college?
- What kinds of encouragement and advice can their prefrontal cortex offer that will make them more likely to be a success in college?
- How will their knowledge of brain science help them be more success in college?

Students will need to bring a hard copy of this assignment next class.

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# Writing Week 6, Lesson 1

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Using Brain Science to Get You Through College - Writing Week**

### OBJECTIVES

- Expand the criteria for good multi-paragraph writing.
  - Evaluate others' writing assignments according to the criteria.
  - Select top grammar concerns.
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### MATERIALS

#### For Activity #2:

- Student Work: Students should bring hard copies of their homework assignments.
- Handout: Make two copies for each student.
- Audience Comment Page (attached in Week 2, Lesson 1)

#### For Activity #3:

- Teacher Resource: Make one copy of an activity for the teacher.  
*Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2)  
Note: Teachers may choose to use a different grammar text.
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### ACTIVITY #1: Expand the Criteria for Good Multi-Paragraph Writing - 30 minutes

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on giving them good ideas for improving their essays. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work help them get the information they need to improve their essays for a final they will hand in next week.
  - Ask:
    - How did your essay writing go?
    - What went well? What was difficult?
    - How did you overcome your difficulties?
    - Who found new ideas through the process of writing? What were they?
  - Write the following questions on the board:
    - What would make a reader interested in reading your essay?
    - What does a reader need at the beginning of the essay to get involved in reading?
    - Why does an audience need your ideas to be in different paragraphs?
      - How do paragraphs help the audience follow what you are trying to say?
    - What is a reader going to get out of reading your essay?
      - How can the final paragraph make sure the audience can take something valuable away from your piece of writing?
  - Ask the class each of the questions and take notes on their answers on the board.
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### ACTIVITY #2: Evaluating the Writing Assignments - 70 minutes

- Tell students they will now provide some constructive feedback on each other's essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
  - Put students into groups of three.
  - Have students take out their homework essays.
  - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
    - Read the essays written by the other two people in their group.
    - Fill out one *Audience Comment Page* for each of the essays they read.
    - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
    - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final essay.
  - Have students pass their essays to the left.
  - After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
  - After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that give you ideas for how to make your essay better?
    - Did your evaluators confuse you? Ask for clarification when back in your group.
  - Put students back in their groups to talk through differences and to get clarification. Groups should also select two interesting and well-developed paragraphs to read to the class and explain why they were selected.
  - Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
  - Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
- 

### ACTIVITY #3: Select Top Grammar Concerns - 20 minutes

- Tell students they will now get a chance to think about their grammar and spelling concerns.
- Ask: What are some of the major grammar issues you have or that you saw in other students' writing? Write their answers on the board.
- Ask: Which area is the class having the most difficulty with:
  - Punctuation?
  - Sentence Structure?
  - Spelling?
- Takes out a copy of the *Table of Contents* of the grammar text you have selected for this course and check off those grammar issues in the *Table of Contents* that the class has identified as needing work.
- Ask:
  - What do you think is the best strategy for improving this class's grammar?
  - What would you recommend?
- Go around the room to get ideas from all students.
- Based on student answers, assign three grammar exercises for homework.
- Tell students that there will be grammar homework assignments for each day of each Writing week.



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## HOMework

**COMPLETE:** Have students complete three grammar assignments from the course's grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. At this point do NOT make comments or correction on the essays themselves. Be prepared to hand the full packets of the students' essays, the student *Audience Comment Pages*, and your *Audience Comment Page* back during Week 6, Lesson 3.

**TEACHER PREPARATION #2:** Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

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# Writing Week 6, Lesson 2

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Using Brain Science to Get You Through College - Writing Week**

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Correct the grammar in a student writing assignment using the Editing Game.
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### MATERIALS

For Activity #1:

- Teacher Resource: *Activities for Teaching Writing Skills*. (attached to Week 2, Lesson 2)

For Activity #2 & 3:

- Handout: Make one copy of each paragraph for each student.  
Two student paragraphs typed up with all the grammatical and spelling mistakes intact
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) or another activity you have chosen that clearly addresses a significant class grammar issue.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. Insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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### ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of a paragraph of student writing that you have chosen before class with all the grammar and spelling mistakes intact.
  - Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
  - Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
  - Choose a member from one team to come up to the board, underline a problem, and correct it.
  - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
  - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
  - Go around to all the teams to ask a different student to come to the board and repeat the process.
  - Keep team scores on the board until all the issues in the paragraph have been corrected.
-

### ACTIVITY #3: Editing Game #2 - 40 minutes

- Have students form new teams.
  - Repeat the Editing Game described above with a different paragraph of student writing.
- 

### HOMEWORK

**COMPLETE:** Choose and assign grammar homework that will address the class's significant grammar issues.

# Writing Week 6, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Using Brain Science to Get You Through College - Writing Week**

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Create and write up a rewriting plan.
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### MATERIALS

#### For Activity #1:

- Teacher Resource: Make one copy of an activity for the teacher.  
*Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2)  
Note: Teachers may choose to use a different grammar text.

#### For Activity #2:

- Student Work: Hand back student essays from Week 5, Lesson 4 with *Audience Comment Pages* from teacher and two students.
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### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. You can insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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### ACTIVITY #2: Create a Rewriting Plan - 40 minutes

- Hand student essays back with your comments as well as the evaluations from the other two students who read their essay.
- Have students read through all the comments.
- Ask:
  - What is your response to all the feedback?
  - What kinds of rewriting ideas do you have? Write their suggestions on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?
- Have students get into their original evaluation groups to pass around their essays and evaluations to the left as before. Students should read for how the teacher’s comments compare and contrast with classmates’ comments.
- Have students talk through their rewriting plans as a group.
- As a class, tell students to talk through some of their writing plans and strategies. Write some of these approaches and strategies on the board.

- Tell students to write down their rewriting plans in note form.
- 

### ACTIVITY #3: Writing with a Partner Audience - 40 minutes

- Tell students to get out their notebooks and prepare to do another Writing Conversation.
  - Write the following questions on the board:
    - What is your plan to improve the opening of your essay? How can you get your reader's attention?
    - What is your plan to improve other portions of your essay?
    - What is your plan to improve the grammar and spelling in your essay?
  - Put students into pairs.
  - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner.
  - The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
    - Penmanship.
    - Spelling.
    - Grammar.
  - Have students repeat this process until all three questions on the board have been answered.
- 

### HOMEWORK

**WRITE:** Have students rewrite the writing assignment based on their rewriting plan.

**COMPLETE:** Choose and assign grammar homework that will address significant grammar issues in the class.

# Writing Week 6, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME:** Using Brain Science to Get You Through College - Writing Week

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Begin the rewriting process on the computer.
- 

### MATERIALS

#### For Activity #1:

- Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).
- Classroom Resource: Two dictionaries

#### For Homework:

- Handout (attached): Make one copy for each student.  
*Abraham Maslow Biography*  
<http://webspace.ship.edu/cgboer/maslow.html>
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

**TEACHER NOTE:** These open grammar activities can also be good opportunities to give vocabulary quizzes. Please review the vocabulary collected in the class thus far and create your own quiz and a strategy for allowing students to study beforehand. You can insert vocabulary quizzes during these “Teacher Chosen Grammar Lesson” activities that occur twice in Writing Weeks 2, 4, and 6.

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### ACTIVITY #2: Begin the Rewriting Process on the Computer - 80 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
  - Give students class time to begin rewriting.
  - Encourage students to focus on one paragraph at a time.
  - Tell students they will be able to finish their rewrites for homework.
- 

### HOMEWORK

**WRITE:** Have students complete the final draft for the Week 6 writing assignment.

**READ:** Have students read *Abraham Maslow* (attached). Tell students to:

- Underline all words that are new to them.
- Highlight those essential explanations that help them understand:

- Maslow's life
- His basic theory
- The meaning of self-actualization

**TEACHER PREPARATION:** Create a set of ten index cards with the following questions:

- What are the significant features of Maslow's life that you picked out?
- What kind of person does he seem to be?
- What are physiological needs? Give examples.
- What are safety and security needs? Give examples.
- What are love and belonging needs? Give examples.
- What are esteem needs? Give examples.
- What does self-actualization mean? Give examples.
- What does it mean to be reality-centered? What does it mean to be problem-centered? What does it mean to put means before the ends?
- What does it mean to be neurotic?
- What are meta-needs and meta-pathologies?



# ABRAHAM MASLOW

## 1908-1970

### Dr. C. George Boeree

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#### Biography

Abraham Harold Maslow was born April 1, 1908 in Brooklyn, New York. He was the first of seven children born to his parents, who themselves were uneducated Jewish immigrants from Russia. His parents, hoping for the best for their children in the new world, pushed him hard for academic success. Not surprisingly, he became very lonely as a boy, and found his refuge in books.

To satisfy his parents, he first studied law at the City College of New York (CCNY). After three semesters, he transferred to Cornell, and then back to CCNY. He married Bertha Goodman, his first cousin, against his parents' wishes. Abe and Bertha went on to have two daughters.

He and Bertha moved to Wisconsin so that he could attend the University of Wisconsin. Here, he became interested in psychology, and his school work began to improve dramatically. He spent time there working with Harry Harlow, who is famous for his experiments with baby rhesus monkeys and attachment behavior.

He received his BA in 1930, his MA in 1931, and his PhD in 1934, all in psychology, all from the University of Wisconsin. A year after graduation, he returned to New York to work with E. L. Thorndike at Columbia, where Maslow became interested in research on human sexuality.

He began teaching full time at Brooklyn College. During this period of his life, he came into contact with the many European intellectuals that were immigrating to the US, and Brooklyn in particular, at that time -- people like Adler, Fromm, Horney, as well as several Gestalt and Freudian psychologists.

Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. While there he met Kurt Goldstein, who had originated the idea of self-actualization in his famous book, *The Organism* (1934). It was also here that he began his crusade for a humanistic psychology -- something ultimately much more important to him than his own theorizing.

He spend his final years in semi-retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health.

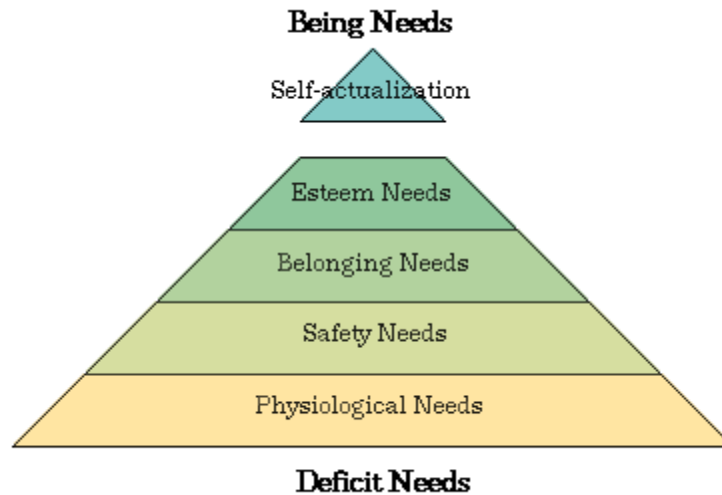


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#### Theory

One of the many interesting things Maslow noticed while he worked with monkeys early in his career was that some needs take precedence over others. For example, if you are hungry and thirsty, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days! Thirst is a "stronger" need than hunger. Likewise, if you are very, very thirsty, but someone has put a choke hold on you and you

can't breathe, which is more important? The need to breathe, of course. On the other hand, sex is less powerful than any of these. Let's face it; you won't die if you don't get it!



Maslow took this idea and created his now famous **hierarchy of needs**. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualize the self, in that order.

**1. The physiological needs.** These include the needs we have for oxygen, water, protein, salt, sugar, calcium, and other minerals and vitamins. They also include the need to maintain a pH balance (getting too acidic or base will kill you) and temperature (98.6 or near to it). Also, there are the needs to be active, to rest, to sleep, to get rid of wastes (CO<sub>2</sub>, sweat, urine, and feces), to avoid pain, and to have sex. Quite a collection!

Maslow believed, and research supports him, that these are, in fact, individual needs, and that a lack of, say, vitamin C will lead to a very specific hunger for things which have in the past provided that vitamin C -- e.g. orange juice. I guess the cravings that some pregnant women have, and the way in which babies eat the most foul tasting baby food, support the idea anecdotally.

**2. The safety and security needs.** When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested in finding safe circumstances, stability, protection. You might develop a need for structure, for order, some limits.

Looking at it negatively, you become concerned, not with needs like hunger and thirst, but with your fears and anxieties. In the ordinary American adult, this set of needs manifest themselves in the form of our urges to have a home in a safe neighborhood, a little job security and a nest egg, a good retirement plan and a bit of insurance, and so on.

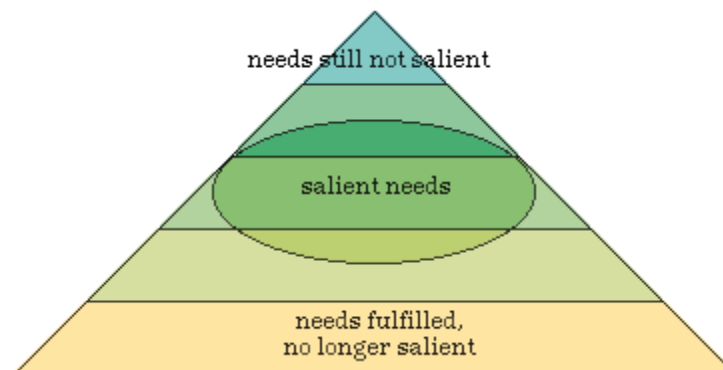
**3. The love and belonging needs.** When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. You begin to feel the need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community. Looked at it negatively, you become increasing susceptible to loneliness and social anxieties.

In our day-to-day life, we exhibit these needs in our desires to marry, have a family, be a part of a community, a member of a church, a brother in the fraternity, a part of a gang or a bowling club. It is also a part of what we look for in a career.

**4. The esteem needs.** Next, we begin to look for a little self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom. Note that this is the “higher” form because, unlike the respect of others, once you have self-respect, it’s a lot harder to lose!

The negative version of these needs is low self-esteem and inferiority complexes. Maslow felt that Adler was really onto something when he proposed that these were at the roots of many, if not most, of our psychological problems. In modern countries, most of us have what we need in regard to our physiological and safety needs. We, more often than not, have quite a bit of love and belonging, too. It’s a little respect that often seems so very hard to get!

All of the preceding four levels he calls **deficit needs**, or **D-needs**. If you don’t have enough of something -- i.e. you have a deficit -- you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. As the old blues song goes, “You don’t miss your water till your well runs dry!”



He also talks about these levels in terms of **homeostasis**. Homeostasis is the principle by which your furnace thermostat operates: When it gets too cold, it switches the heat on; when it gets too hot, it switches the heat off. In the same way, your body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends the homeostatic principle to needs, such as safety, belonging, and esteem that we don’t ordinarily think of in these terms.

Maslow sees all these needs as essentially survival needs. Even love and esteem are needed for the maintenance of health. He says we all have these needs built into us genetically, like instincts. In fact, he calls them **instinctoid** -- instinct-like -- needs.

In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the physiological. Soon, we begin to recognize that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years!

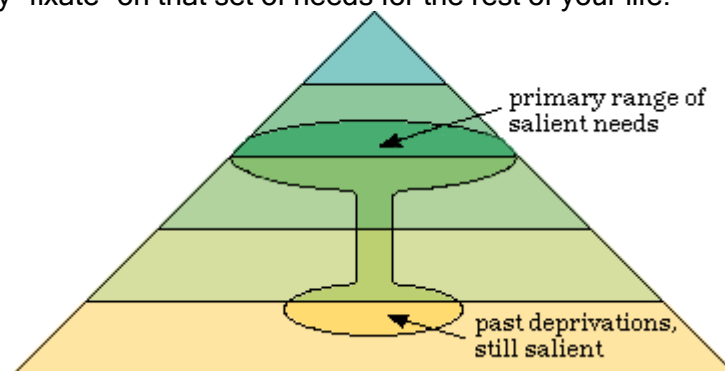
Under stressful conditions, or when survival is threatened, we can “regress” to a lower need level. When your great career falls flat, you might seek out a little attention. When your family ups and leaves you, it seems that love is again all you ever wanted. When you face chapter eleven after a long and happy life, you suddenly can’t think of anything except money.

These things can occur on a society-wide basis as well. When society suddenly flounders, people start clamoring for a strong leader to take over and make things right.

When the bombs start falling, they look for safety. When the food stops coming into the stores, their needs become even more basic.

Maslow suggested that we can ask people for their “**philosophy of the future**” -- what would their ideal life or world be like -- and get significant information as to what needs they do or do not have covered.

If you have significant problems along your development -- a period of extreme insecurity or hunger as a child, or the loss of a family member through death or divorce, or significant neglect or abuse -- you may “fixate” on that set of needs for the rest of your life.



This is Maslow's understanding of neurosis. Perhaps you went through a war as a kid. Now you have everything your heart needs -- yet you still find yourself obsessing over having enough money and keeping the pantry well-stocked. Or perhaps your parents divorced when you were young. Now you have a wonderful spouse -- yet you get insanely jealous or worry constantly that they are going to leave you because you are not “good enough” for them. You get the picture.

### Self-actualization

The last level is a bit different. Maslow has used a variety of terms to refer to this level: He has called it **growth motivation** (in contrast to deficit motivation), **being needs** (or **B-needs**, in contrast to D-needs), and **self-actualization**.

These are needs that do not involve balance or homeostasis. Once engaged, they continue to be felt. In fact, they are likely to become stronger as we “feed” them! They involve the continuous desire to fulfill potentials, to “be all that you can be.” They are a matter of becoming the most complete, the fullest, “you” -- hence the term, self-actualization.

Now, in keeping with his theory up to this point, if you want to be truly self-actualizing, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense. If you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense of self-esteem, you have to be defensive or compensate. When lower needs are unmet, you can't fully devote yourself to fulfilling your potentials.

It isn't surprising, then, the world being as difficult as it is, that only a small percentage of the world's population is truly, predominantly, self-actualizing. Maslow at one point suggested only about two percent!

The question becomes, of course, what exactly does Maslow mean by self-actualization. To answer that, we need to look at the kind of people he called self-actualizers.

Fortunately, he did this for us using a qualitative method called **biographical analysis**. He began by picking out a group of people, some historical figures, some people he knew, whom he felt clearly met the standard of self-actualization. Included in this august group were Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Aldous Huxley, plus 12 unnamed people who were alive at the time Maslow did his research. He then looked at their biographies, writings, the acts and words of those he knew personally, and so on. From these sources, he developed a list of qualities that seemed characteristic of these people, as opposed to the great mass of us.

These people were **reality-centered**, which means they could differentiate what is fake and dishonest from what is real and genuine. They were **problem-centered**, meaning they treated life's difficulties as problems demanding solutions, not as personal troubles to be railed at or surrendered to. And they had a **different perception of means and ends**. They felt that the ends don't necessarily justify the means, that the means could be ends themselves, and that the means -- the journey -- was often more important than the ends.

The self-actualizers also had a different way of relating to others. First, they enjoyed **solitude**, and were comfortable being alone. And they enjoyed deeper **personal relations** with a few close friends and family members, rather than more shallow relationships with many people.

They enjoyed **autonomy**, a relative independence from physical and social needs. And they **resisted enculturation**; that is, they were not susceptible to social pressure to be "well adjusted" or to "fit in" -- they were, in fact, nonconformists in the best sense.

They had an **unhostile sense of humor** -- preferring to joke at their own expense, or at the human condition, and never directing their humor at others. They had a quality he called **acceptance of self and others**, by which he meant that these people would be more likely to take you as you are than try to change you into what they thought you should be. This same acceptance applied to their attitudes towards themselves. If some quality of theirs wasn't harmful, they let it be, even enjoying it as a personal quirk. On the other hand, they were often strongly motivated to change negative qualities in themselves that could be changed. Along with this comes **spontaneity and simplicity**. They preferred being themselves rather than being pretentious or artificial. In fact, for all their nonconformity, he found that they tended to be conventional on the surface, just where less self-actualizing nonconformists tend to be the most dramatic.

Further, they had a sense of **humility and respect** towards others -- something Maslow also called democratic values -- meaning that they were open to ethnic and individual variety, even treasuring it. They had a quality Maslow called **human kinship** or *Gemeinschaftsgefühl* -- social interest, compassion, humanity. And this was accompanied by **strong ethics**, which were spiritual but seldom conventionally religious in nature.

And these people had a certain **freshness of appreciation**, an ability to see things, even ordinary things, with wonder. Along with this comes their ability to be **creative**, inventive, and original. And, finally, these people tended to have more **peak experiences** than the average person. A peak experience is one that takes you out of yourself, that makes you feel very tiny, or very large, to some extent one with life or nature or God. It gives you a feeling of being a part of the infinite and the eternal. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out. They are also called mystical experiences, and are an important part of many religious and philosophical traditions.

Maslow doesn't think that self-actualizers are perfect, of course. There were several flaws or **imperfections** he discovered along the way as well. First, they often suffered considerable anxiety and guilt -- but realistic anxiety and guilt, rather than misplaced or neurotic versions. Some of them were absentminded and overly kind. And finally, some of them had unexpected moments of ruthlessness, surgical coldness, and loss of humor.

### **Metaneeds and metapathologies**

Another way in which Maslow approached the problem of what self-actualization is was to talk about the special, driving needs (B-needs, of course) of the self-actualizers. They need the following in their lives in order to be happy:

**Truth**, rather than dishonesty.

**Goodness**, rather than evil.

**Beauty**, not ugliness or vulgarity.

**Unity, wholeness, and transcendence of opposites**, not arbitrariness or forced choices.

**Aliveness**, not deadness or the mechanization of life.

**Uniqueness**, not bland uniformity.

**Perfection and necessity**, not sloppiness, inconsistency, or accident.

**Completion**, rather than incompleteness.

**Justice and order**, not injustice and lawlessness.

**Simplicity**, not unnecessary complexity.

**Richness**, not environmental impoverishment.

**Effortlessness**, not strain.

**Playfulness**, not grim, humorless, drudgery.

**Self-sufficiency**, not dependency.

**Meaningfulness**, rather than senselessness.

At first glance, you might think that everyone obviously needs these. But think; if you are living through an economic depression or a war, or are living in a ghetto or in rural poverty, do you worry about these issues, or do you worry about getting enough to eat and a roof over your head? In fact, Maslow believes that much of the what is wrong with the world comes down to the fact that very few people really are interested in these values -- not because they are bad people, but because they haven't even had their basic needs taken care of!

When a self-actualizer doesn't get these needs fulfilled, they respond with **metapathologies** -- a list of problems as long as the list of metaneeds! Let me summarize it by saying that, when forced to live without these values, the self-actualizer develops depression, despair, disgust, alienation, and a degree of cynicism.

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# Reading Week 7, Lesson 1

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Maslow's Theory, Brain Science, and the Final Project



Class to be held in the Technology Lab

### OBJECTIVES

- Analyze the Maslow Reading.
- Apply brain science to Maslow's Theory.

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### MATERIALS

#### Activity #1:

- Classroom Resource: Index cards with bolded questions from Week 7, Lesson 1, Activity #1 written on them.
- Classroom Resource: Flip chart paper and markers.
- Classroom Resource: One or two dictionaries.
- Handout (attached): Make one copy for each student.  
*Maslow's Pyramid*  
[http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s\\_Hierarchy\\_of\\_Needs.svg](http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s_Hierarchy_of_Needs.svg)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
- *Abraham Maslow Biography* (attached to Week 6, Lesson 4)  
<http://webspace.ship.edu/cgboer/maslow.html>

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### ACTIVITY #1: Analyze the Maslow Reading - 80 minutes

- Have students take out their homework reading on Maslow.
- Put students in pairs and have them pick a random question from your deck of index cards.
  - Pairs should prepare to answer their index card question.
- Ask the questions below, calling on pairs to answer the questions that are on their index card as the question comes up. The questions that students are to answer are bolded.
  - After each pair answers a question, have the class add further information or ideas if they have any.
- Review the section on Maslow's life. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
  - **What are the significant features of Maslow's life that you picked out?**
  - **What kind of person does he seem to be?**
  - What words did you circle? Put them on the board.
  - What words could you figure out from the context?
  - What words do you still not know?
- Have students look those words up and read the definitions. Put these definitions on the board.
- Make sure students fill out their vocabulary lists in their notebooks with the words and the definitions for study later.



- Review the section on Maslow's theory. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
  - Ask:
    - **What are physiological needs? Give examples.**
    - **What are safety and security needs? Give examples.**
    - **What are love and belonging needs? Give examples.**
    - **What are esteem needs? Give examples.**
    - How does the theory work when you are a child? When you are an adult?
    - Why are the needs placed in a pyramid shape?
      - Pass out *Maslow's Pyramid* (attached).
    - Repeat the questions above about vocabulary for this section of the article.
  - Review the section on self-actualization. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
  - Ask:
    - **What does self-actualization mean? Give examples.**
    - **What does it mean to be reality-centered? What does it mean to be problem-centered? What does it mean to put means before the ends?**
    - **What does it mean to be neurotic?**
  - Have students list other descriptors and put them on the board.
  - Ask:
    - **What are meta-needs and meta-pathologies?**
    - What does the list of meta-needs tell us about those who are self-actualized? What are these kinds of people like? Do you know any?
  - Repeat the questions above about vocabulary for this section of the article and have students add new words to the vocabulary list in their notebooks.
- 

## ACTIVITY #2: Apply Brain Science to Maslow's Theory - 40 minutes

- Project *Maslow's Pyramid* overhead.
  - Tell students you want them to apply the brain science they have learned from Maslow's Theory.
  - Ask:
    - Can someone remind the class of the Brain Science we have learned by explaining how you can use your hand to represent the brain?
    - Can someone remind the class about the relationships between the three different brain systems?
  - Write the following questions on the board:
    - What do you think is the relationship between Maslow's Theory and the three brain systems?
    - What do you think is the relationship between a person's life situation and his ability to access the prefrontal cortex?
  - Engage students in a full conversation on this complex topic by:
    - Asking each of the questions and having the different pairs report on their answers.
    - Pointing out when students are applying their knowledge in different ways. Ask questions to have them explain their reasons making sure that you indicate there are no right answers here.
  - Tell pairs to come up with a general statement that summarizes their ideas about how the three brain systems are related to Maslow's theory.
  - Have pairs read their statements while you write them on the board. Work on the statements to make sure they are clear.
  - Talk about the similarities and differences in the statements and sharpen the statements as needed.
  - For homework, have each student to choose the statement that best fits their interpretation (or make their own) to use as the prompt for the journal writing homework assignment.
-



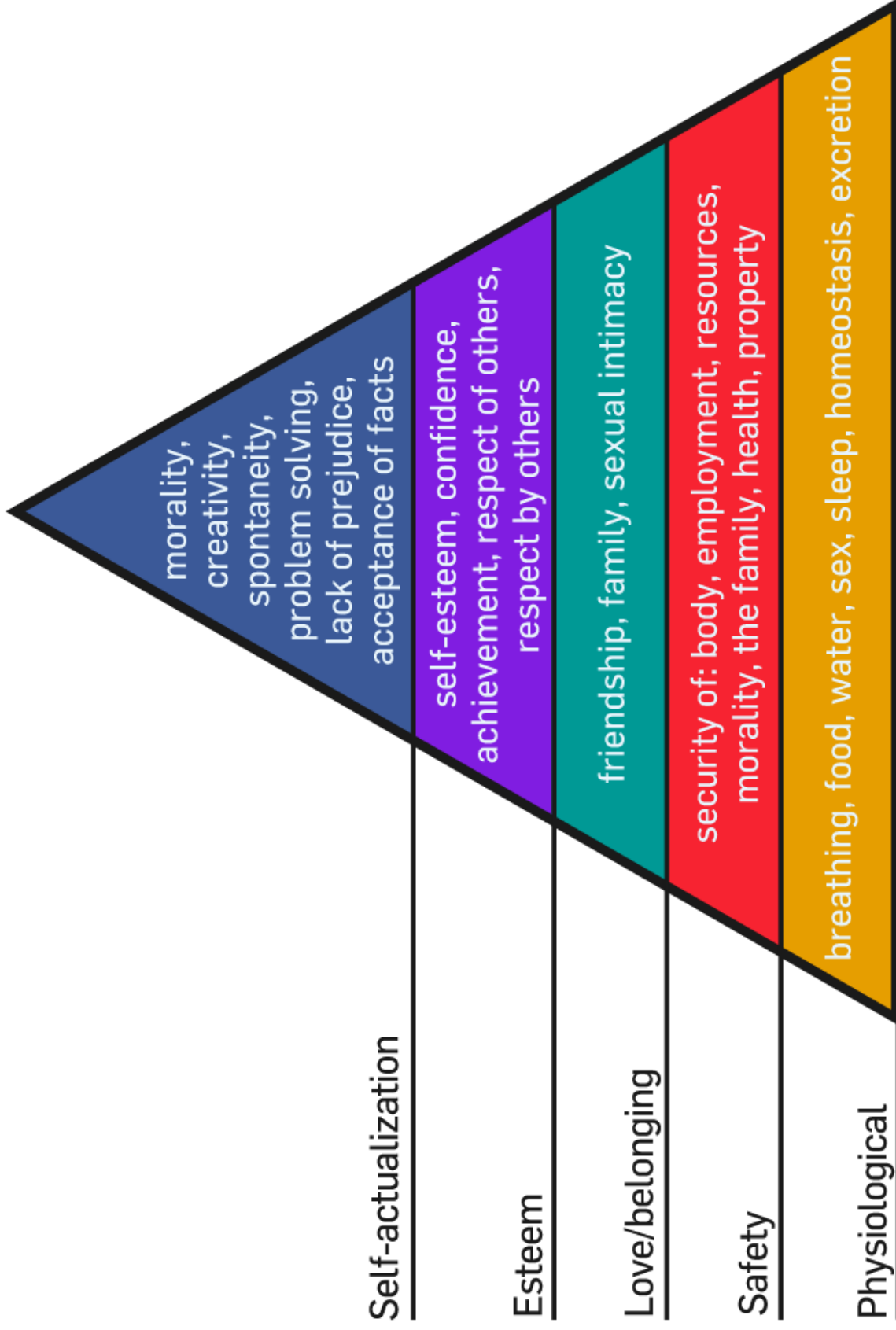
## **HOMEWORK**

**WRITE:** Have students write in their journals their answers to the following questions:

- What do they think is the relationship between the three brain systems they have studied and Maslow's theory?
- Where would they put themselves on Maslow's pyramid?
- What do they still need to work on before they become self-actualized?

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## Maslow's Pyramid



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# Reading Week 7, Lesson 2

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

### THEME: Maslow's Theory, Brain Science, and the Final Project



Class to be held in the Technology Lab

### OBJECTIVES

- Present the final PowerPoint project.
- Create criteria for good presentations.
- Demonstrate the use of PowerPoint.

---

### MATERIALS

#### For Activity #1:

- Handout (attached): Make one copy for each student.  
*The PowerPoint Assignment: Your Early Childhood Education Career Plan*

#### For Activity #2:

- Video: *Bad Presentation*  
<https://www.youtube.com/watch?v=W0dT49IG4t4> (running time: 4:03)

#### For Activity #3:

- Classroom resource: Equipment to demonstrate how to create a PowerPoint presentation.

---

### ACTIVITY #1: Present the Final PowerPoint Project - 40 minutes

- Tell the students they are going to do a PowerPoint presentation on their career path for their final project and will use all their writings from the course to put this together. Explain that the presentation should answer the following questions, with at least one slide per question. However, the questions themselves should not be included on the slides.
- Pass out *The PowerPoint Assignment*.
- Read the introduction on the handout.
- Go round robin with each student reading each question aloud.
- Answer any students' questions about the project.
- Tell students to consider:
  - Who are all the potential audiences for this PowerPoint? Other students? Family? Employers? Others?
  - Why would these audiences be interested in your career path presentation?
- After students understand the assignment, discuss who they want to invite to these presentations, if appropriate.

## ACTIVITY #2: Create Criteria for Good Presentations - 40 minutes

- Tell students that in addition to creating and presenting their own PowerPoint, they are going to provide feedback on students' presentations. It is very important that this feedback really be useful to student-presenters.
- Tell students to think of a presentation they have seen that they thought was awesome.
- Ask: What made the presentation so good? Write students answers on the board.
- To get new ideas for what makes a good presentation, tell student they will watch a video of a bad presentation. They are to take notes on why the presentation is so bad.
- Show the *Bad Presentation* video.
- After the video, ask:
  - Why was this presentation so bad? Write the reasons on the board.
  - How would you state these bad presentation techniques in the positive: A good presentation would be sure to \_\_\_\_\_?
  - Create a listing of criteria for what makes a presentation good.
- Review the list and have students add anything else that would help the class understand how to prepare for giving their presentation.

**TEACHER NOTE:** Type up the criteria for a good presentation created in Activity #2 in the form of a handout. These criteria will be provided to students as a handout in Week 8.

---

## ACTIVITY #3: Demonstrate the use of PowerPoint - 40 minutes

- Demonstrate how to put a PowerPoint together. Show students how to choose slide types, fill them in, etc.
  - Start with question one: What is your presentation about?
  - To type in the text for a presentation, ask:
    - What are some ways to translate the primary questions into titles? What are some suggestions? Fill in a suggestion for a title slide.
    - When you are giving details on primary question slides, do you have to write whole sentences? Make sure students understand that a PowerPoint contains clear notes that they can talk about, but not all the text they would put in a written paper.
    - How would you fill in your learning styles? What kinds of skills should you write down?
  - Continue the question/answer process to put together answers for the second question (What are you going to do in your presentation?) and the supporting slides.
- 

## HOMEWORK

**WRITE:** Have students outline questions 1 – 4 for their PowerPoint presentation. This outline should determine what will go on each slide to answer these questions.

1. What is your presentation about?
2. What are you going to do in your presentation?
3. Why is early childhood education an important field to go into?
4. What skills and experiences make you a good fit for this field?

Tell students to email their outlines to you before the next class, if possible. This will help you give feedback to their developing work.

## **THE POWERPOINT ASSIGNMENT: YOUR EARLY CHILDHOOD EDUCATION CAREER PLAN**

The PowerPoint presentation on your career path for the final project will utilize your writings from the course. The presentation should answer these questions. Each answer should be on a separate slide, but these questions should not be included in the presentation.

1. What is your presentation about?
2. What are you going to do in your presentation?
3. Why is early childhood education an important field to go into?
4. What skills and experiences make you a good fit for this field?
5. What are the Career Pathways available at City Colleges in early childhood education?
6. Which pathway have you selected? Why?
7. What have been your attitudes toward school and college in the past?
8. How would you summarize the brain science you have learned in this course so far?
9. How could your brain stem or limbic system hold your college career back?
10. How could your prefrontal cortex help you find success?
11. Where would you place your current life situation on Maslow's Pyramid? What is your plan for moving up the stages on this Pyramid?
12. What are your strategies for balancing school, family, and work that will result in your being successful in college?

Additional Presentation Requirements:

- Include at least three visuals as part of the presentation.

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# Reading Week 7, Lesson 3

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Maslow's Theory, Brain Science, and the Final Project**

### OBJECTIVES

- Review answers to questions 1 – 4 from *The PowerPoint Assignment*.
  - Complete the PowerPoint for questions 1 – 4 from *The PowerPoint Assignment*.
  - Begin the PowerPoint presentation for questions 5 – 8 from *The PowerPoint Assignment*.
- 

### MATERIALS

For Activity #1:

- Student Work: Students should bring their outlines of the answers to questions 1 – 4 from *The PowerPoint Assignment* (attached to Week 7, Lesson 2). Teachers may wish to bring hard copies of outlines that have been emailed prior to class.
- 

### ACTIVITY #1: Review answers to Questions 1 – 4 from *The PowerPoint Assignment* - 20 minutes

- Have students get into pairs to review the four questions they outlined and ask each other for clarification and more information, as necessary.
- 

### ACTIVITY #2: Build Out the PowerPoint - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
  - Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.
- 

### ACTIVITY #3: Compile Outline for Next Four Questions - 40 minutes

- Have students who have completed the first four questions begin their outlines for the next four questions.
- 

### HOMEWORK

**WRITE:** Have students finish their outlines for questions 5 – 8 from *The PowerPoint Assignment*:

5. What are the Career Pathways available at City Colleges in early childhood education?
6. Which pathway have you selected? Why?
7. What have been your attitudes toward school and college in the past?
8. How would you summarize the brain science you have learned in this course so far?

Email this assignment to the teacher before the next class, if possible.

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# Reading Week 7, Lesson 4

## Early Childhood Education Bridge I Reading & Writing Lesson Plans

**THEME: Maslow's Theory, Brain Science, and the Final Project**

### OBJECTIVES

- Review answers to questions 5 – 8 from *The PowerPoint Assignment*.
  - Complete the PowerPoint presentation for 5 – 8 from *The PowerPoint Assignment*.
  - Compile an outline for the last four questions from *The PowerPoint Assignment*.
- 

### MATERIALS

For Activity #1:

- Student Work: Students should bring their outlines of the answers to questions 5 – 8 from *The PowerPoint Assignment* (attached to Week 7, Lesson 2). Teachers may wish to bring hard copies of outlines that have been emailed prior to class.
- 

### ACTIVITY #1: Review Answers to Questions 5 – 8 from *The PowerPoint Assignment* - 20 minutes

- Have students get into pairs to review the four questions they outlined and ask each other for clarification and more information, as necessary.
- 

### ACTIVITY #2: Continue the PowerPoint Presentation - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint together.
  - Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.
- 

### ACTIVITY #3: Compile Outline for Last Four Questions from *The PowerPoint Assignment* - 40 minutes

- Have students who have completed questions 5 - 8 begin their outlines for the last four questions.
- 

### HOMEWORK

**WRITE:** Have students finish their outlines for questions 9 – 12 from *The PowerPoint Assignment*:

9. How could your brain stem or limbic system hold your college career back?
10. How could your prefrontal cortex help you find success?
11. Where would you place your current life situation on Maslow's Pyramid? What is your plan for moving up the stages on this Pyramid?
12. What are your strategies for balancing school, family, and work that will result in your being successful in college?

Email this assignment to the teacher before the next class, if possible.

**TEACHER NOTE:** You will need to gauge the amount of time students will need to complete their projects. If they need another day on Day 1 of Week 8 to complete their PowerPoint presentations and practice

before they give their presentations on Day 2 and 3, that is fine. Should students need even more time, the celebration recommended for Day 4 can be made shorter to ensure there is enough time for presentations. Work with your students to come up with a schedule that will help students be really ready for their presentations.

# Writing Week 8, Lessons 1-4

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Giving Your PowerPoint Presentation

#### OBJECTIVES

- Formally present PowerPoint presentations.
  - Evaluate presentations according to the criteria for a good presentation.
- 

#### MATERIALS

##### For Activity #1:

- Classroom Resource: Equipment needed for PowerPoint presentations.
- Handout (created by the class in Week 7, Lesson 2): Make one copy for each student.  
*Criteria for a Good PowerPoint Presentation*

##### For Activity #2:

- Classroom resource: Party supplies.
- 

#### ACTIVITIES #1: PowerPoint Presentations - 120 minutes

- Distribute a printed version of the student criteria for presentations from Week 7, Lesson 2.
  - Have listeners fill out the criteria after they have listened to each presentation.
  - After each presentation, conduct a discussion by asking:
    - What questions do you have for the presenter about his/her career?
    - What really worked in the presentation?
    - What needs further clarification?
- 

#### ACTIVITY #2: Celebration

- Go around the room to ask students what they have learned during the first eight weeks of the bridge.
- Cheer for students after they speak. Although the class will continue for another eight weeks, this is a good opportunity to celebrate students journey and learning in creating their early childhood education career and education plan.

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# Week 9, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

**THEME: Nature vs. Nurture Debate**

### OBJECTIVES

- Revisit Early Childhood Education Bridge 1 goals.
- Take sides in the nature vs. nurture debate.

---

### MATERIALS

#### Activity #2:

- Handout: Make one copy for each student.  
*Early Childhood Education Career Bridge Semester 1 Reading and Writing: Goals and Course Features* (attached to Week 9, Lesson 1)
- Handout (attached): Make one copy for each student.  
*Self-Assessment for Early Childhood Education Bridge 1*

#### Activity #3:

- Handout (attached): Make one copy for each student.  
*"I Believe" Statements about Nature vs. Nurture Debate*

### HOMEWORK

- Handout (attached): Make one copy for each student.  
*Understanding and Using the Scientific Method*  
[http://www.sciencemadesimple.com/scientific\\_method.html](http://www.sciencemadesimple.com/scientific_method.html)
- Handout (attached): Make one copy for each student.  
*Scrutinizing Science: Peer Review*  
[http://undsci.berkeley.edu/article/howscienceworks\\_16](http://undsci.berkeley.edu/article/howscienceworks_16)

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### ACTIVITY #1: Ice Breaker: Articulate Student Goals – 30 minutes

- Welcome new students, if any, to the Early Childhood Education Bridge Semester 1 course.
- Introduce yourself and state why you will be a strong and supportive teacher and introduce students, if any students are new.
- Explain that this section of the course will be focused on child development including: the nature vs. nurture debate, the basics of early child development, practices that support healthy child development, and significant factors that influence whether child development is healthy or not. The course will require lots and lots of reading and writing, regular journaling to get their ideas out concerning class topics, five essays written either in class or as homework, and a final essay written as a PowerPoint presentation.
- If you have new students in the class beginning in the second eight weeks of the course, this would be a good time to introduce them to the Early Childhood Education Bridge Semester 1 Goals and Course Features from Week 9, Lesson 1. This can also be a helpful review for students who are continuing in the class.
- Write the following questions on the board:
  - What did you achieve in the first eight week of Bridge 1?
  - What did you most enjoy?
  - What do you want to achieve in the second eight weeks of the course?

- Set up the board to record student goals in three categories: academic goals, career goals, and personal goals.
- Have new students partner with returning students in groups of two or three and have them take turns answering the three questions above as they prepare to introduce each other to the class.
- Tell students to introduce their partner by answering the three questions on the board. Write students' goals in the appropriate categories. If a goal is stated more than one time, make checks next to it for each student that has that goal.
- After each person has been introduced, ask students if they have thought of other goals they would like to add to the lists. Add these to the appropriate goal categories on the board.
- Ask the class if there are any general statements they can make about the goals of the students in this class.

### Activity #2: Compare Student Goals to Formal Course Goals – 50 minutes

- Tell students they are now going to compare the goals they have identified on the board with the formal written goals of the course.
- Pass out the Early Childhood Education *Bridge Semester 1 Reading and Writing Goals and Course Features* attached to Week 9. Lesson 1.
- Read each bullet on the handout aloud. For each, ask is this item already on the list of student goals on the board?
  - If yes, put a star next to the item on the board.
  - If no, ask, "What category does this item go in?" and write the item in the appropriate category.
- When all the course goals have been reviewed, ask:
  - How do the course goals compare to class goals?
  - How do you think this course will help you meet your goals?
- Pass out the *Self-Assessment for Early Childhood Education Bridge*. Tell students that you want to use these self-assessments for the second eight weeks of this course. Then, ask:
  - What were the rules we made for the first eight weeks of Bridge 1 regarding:
    - Punctuality?
    - Attendance?
    - Homework completion?
    - Teamwork?
    - Write these rules on the board.
  - Were these rules fair and useful or do we want to amend them for this class?
    - Get students' comments and recommendations.
    - Amend the rules by consensus.
  - What student support strategies did we use in the first eight weeks of Bridge 1?
    - Were these successful?
    - What might we do differently in this class to make sure as many students as possible are successful?
  - Which kinds of goals did you have for yourselves in the second eight weeks of Bridge 1?
    - Write these on the board.
  - Which goals did you meet? And, which goals helped you be successful in this class?
    - Highlight these.
  - Tell students to fill in the goal section of the "Self-Assessment" with goals that will have an impact on their success. Students should make sure that the goals are specific.
- Go round robin to have each student read two goals that they think will make them more successful. Help students make their goals more specific as needed.

### ACTIVITY #3: Take Sides in the Nature vs. Nurture Debate – 40 minutes



- Tell students that one of the major debates in the child development field is the nature vs. nurture debate. That so much of what determines people's attitudes about the way they treat children is based on whether they think who people are is more influenced by their genetics or their environment. This course is going to look at a lot of different opinions on this issue, but first, we need to get a sense of students' own opinions on the matter.
- Ask students to get out a piece of paper and number it from 1-13.
- Write the following on the board:
  - 1=Strongly agree
  - 2=Not sure
  - 3=Strongly disagree
- Tell students you will read some *I Believe* statements to them. You are really only looking for students to respond to those that they feel strongly about. If students don't have a strong reaction as soon as it is read, they should just put "2" or nothing at all.
- Read the statements out nice and slow, twice, leaving enough time between each reading for students to write down their rating.
- Then, pass out the written *I Believe* statements. Tell students to read the statements to themselves and circle those statements they feel the strongest about.
- Next, have students prioritize the statements that they have circled by choosing their first, second, and third priority.
- Ask students the following questions:
  - What was the statement you felt most strongly about? Why?
  - Did anyone else choose the same statement as their top priority? Why did you choose it?
  - Did anyone choose a different statement? Why?
  - Continue this line of questioning until a number of different opinions have been expressed clearly.
- After the exercise, ask:
  - Does this group tend to favor any particular statements?
  - What are the important differences in opinion in this group?
  - What are some similarities?
  - How many believe they are more on the nature side of the debate? Raise your hands.
  - How many believe they are more on the nurture side of the debate? Raise your hands.
- Tell students that their homework is meant to answer the question: How do you determine the facts so that you can settle issues like the nature vs. nurture debate. The articles will let us know the rules of the game.

## HOMework

**WRITE:** Have students write in their journals and answer the following questions:

- What in your experience makes you believe nature or nurture has a stronger influence on who people are?
- What have you observed in your life that supports your view?

Tell student that they will have journal writing assignments as homework and in class.

- In order to do journal writing they will need to have a notebook they can write in with standard-sized lined paper.
- They will need to write at least two pages on homework journal questions.
- Their writing does not need to be composed; they just need to write what comes to their mind naturally.
- They do NOT need to worry about spelling, vocabulary, or penmanship.
- They should listen for the voice in their heads and just keep writing.
- No one will read their journal work. They will be required to show you, however, that they have filled up the required number of pages.

- Each journal writing exercise will have students write about something that will be needed for more formal papers. Thus, the thinking students do in their journals will make it easier to do their formal writing assignments.

The point of journal writing is to find out what they have to say on the topics being covered and also to learn to enjoy writing so that they can become independent thinkers—the key to success in these classes, on the GED, and in college.

**READ:** Have students read both of the articles listed below and for each article:

- Underline parts that help them understand what the scientific method is and how it works.
- Circle words that keep them from understanding what the passage is trying to say.
- Write down six questions that they know the answers to and that get at the most significant aspects of the reading.
  - *Understanding and Using the Scientific Method* (attached):  
[http://www.sciencemadesimple.com/scientific\\_method.html](http://www.sciencemadesimple.com/scientific_method.html)
  - *Scrutinizing Science: Peer Review* (attached):  
[http://undsci.berkeley.edu/article/howscienceworks\\_16](http://undsci.berkeley.edu/article/howscienceworks_16)

**TEACHER NOTE:** Remind students to bring both of the articles and their journals to the next class.

**SELF-ASSESSMENT FOR EARLY CHILDHOOD EDUCATION BRIDGE SEMESTER 1, WEEKS 9-16**

[illegible]

**GOAL ASSESSMENT**  
**Write in your goals and provide per week rating:**  
**1—Poor, 2—Satisfactory, 3—Good, 4—Excellent**

**Write in your goals and provide per week rating:  
1-Poor, 2-Satisfactory, 3-Good, 4-Excellent**

|          | WEEK 9 | WEEK 10 | WEEK 11 | WEEK 12 | WEEK 13 | WEEK 14 | WEEK 15 | WEEK 16 |
|----------|--------|---------|---------|---------|---------|---------|---------|---------|
| Goal #1: |        |         |         |         |         |         |         |         |
| Rating:  |        |         |         |         |         |         |         |         |
| Goal #2: |        |         |         |         |         |         |         |         |
| Rating:  |        |         |         |         |         |         |         |         |
| Goal #3: |        |         |         |         |         |         |         |         |
| Rating:  |        |         |         |         |         |         |         |         |
| Goal #4: |        |         |         |         |         |         |         |         |
| Rating:  |        |         |         |         |         |         |         |         |
| Goal #5: |        |         |         |         |         |         |         |         |
| Rating:  |        |         |         |         |         |         |         |         |

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### **“I BELIEVE” STATEMENTS ABOUT THE NATURE VS. NURTURE DEBATE**

12. I believe that when you are born you are a blank slate and everything that happens to you makes you who you are.
13. I believe that genes determine the basics of who you are and that there is very little that can change that.
14. I believe children go through very distinct stages of development and that development is basically the same for every child.
15. I believe children are so influenced by their environment that each child develops differently.
16. I believe children in different cultures develop differently.
17. I believe that identical twins will have a great deal in common even if they are raised apart.
18. I believe identical twins will be very different from each other if they are raised in very different environments.
19. I believe boys and girls are different from each other because adults treat boys and girls very differently.
20. I believe boys and girls are different from each other because there are clear genetic differences that influence their behavior.
21. I believe the relationship between genes and environment is so complicated that you can't take a side in the nature vs. nurture debate.
22. I believe a difficult environment can make it so that genetic tendencies cannot develop.
23. I believe that if you provide children with good preschool care, you can help any child become successful.
24. I believe that no matter what kind of preschool care you give some children they are just not going to be successful.



## Understanding and Using the Scientific Method

**Source:** [http://www.sciencemadesimple.com/scientific\\_method.html](http://www.sciencemadesimple.com/scientific_method.html)

In this section we will take a look at the method you should use to design your research. This method is the most important part of science—in fact, it's called the "Scientific Method." The Scientific Method is a way to make sure that your experiment can give a good answer to your specific question.

The Scientific Method is a logical and rational order of steps by which scientists come to conclusions about the world around them. The Scientific Method helps to organize thoughts and procedures so that scientists can be confident in the answers they find. Scientists use observations, hypotheses, and deductions to make these conclusions, just like you will use the Scientific Method in your science fair project. You will think through the various possibilities using the Scientific Method to eventually come to an answer to your original question.

The observation is done first so that you know how you want to go about your research. The hypothesis is the answer you think you'll find. The prediction is your specific belief about the scientific idea: If my hypothesis is true, then I predict we will discover..... The experiment is the tool that you invent to answer the question, and the conclusion is the answer that the experiment gives.

Don't worry, it isn't that complicated. Let's look at each one of these points individually so that you can understand the tools that scientists use when doing their own science projects and use them for your project.

### **OBSERVATION**

This step could also be called "research." It is the first stage in understanding the problem you have chosen. After you decide on your area of science and the specific question you want to ask, you will need to research everything that you can find about the problem. You can collect information on your topic from your own experiences, books, the Internet, or even smaller "unofficial" experiments. This initial research should play a big part in the idea that you finally choose.

Let's take the example of the tomatoes in the garden. You like to garden, and notice that some tomatoes are bigger than others and wonder why. Because of this personal experience and an interest in the problem, you decide to learn more about what makes plants grow.

For this stage of the Scientific Method, it's important to use as many sources as you can find. The more information you have on your science fair project topic, the better the design of your experiment is going to be, and the better your project is going to be overall. Also try to get information from your teachers or librarians, or professionals who know something about your topic. They can help to guide you to a solid experimental setup.

## **HYPOTHESIS**

The next stage of the Scientific Method is known as the "hypothesis." This word basically means "a possible solution to a problem, based on knowledge and research." The hypothesis is a simple statement that defines what you think the outcome of your experiment will be.

All of the first stage of the Scientific Method – the observation, or research stage – is designed to help you express a problem in a single question ("Does the amount of sunlight in a garden affect tomato size?") and propose an answer to the question based on what you know. The experiment that you will design is done to test the hypothesis.

Using the example of the tomato experiment, here is an example of a hypothesis:

TOPIC: "Does the amount of sunlight a tomato plant receives affect the size of the tomatoes?"

HYPOTHESIS: "I believe that the more sunlight a tomato plant receives, the larger the tomatoes will grow."

This hypothesis is based on:

- (1) Tomato plants need sunshine to make food through photosynthesis, and logically, more sun means more food, and;
- (2) Through informal, exploratory observations of plants in a garden, those with more sunlight appear to grow bigger.

## **PREDICTION**

The hypothesis is your general statement of how you think the scientific phenomenon in question works. Your prediction lets you get specific – how will you demonstrate that your hypothesis is true? The experiment that you will design is done to test the prediction. An important thing to remember during this stage of the scientific method is that once you develop a hypothesis and a prediction, you shouldn't change it, even if the results of your experiment show that you were wrong.

An incorrect prediction does NOT mean that you "failed." It just means that the experiment brought some new facts to light that maybe you hadn't thought about before.

Continuing our tomato plant example, a good prediction would be: Increasing the amount of sunlight tomato plants in my experiment receive will cause an increase in their size compared to identical plants that received the same care but less light.

## **EXPERIMENT**

This is the part of the scientific method that tests your hypothesis. An experiment is a tool that you design to find out if your ideas about your topic are right or wrong.

It is absolutely necessary to design an experiment that will accurately test your hypothesis. The experiment is the most important part of the scientific method. It's the logical process that lets scientists learn about the world.



## **CONCLUSION**

The final step in the scientific method is the conclusion. This is a summary of the experiment's results, and how those results match up to your hypothesis.

You have two options for your conclusions: based on your results, either

- (1) you CAN REJECT the hypothesis, or
- (2) you CAN NOT REJECT the hypothesis.

This is an important point. You cannot PROVE the hypothesis with a single experiment, because there is a chance that you made an error somewhere along the way. What you can say is that your results SUPPORT the original hypothesis.

If your original hypothesis didn't match up with the final results of your experiment, don't change the hypothesis. Instead, try to explain what might have been wrong with your original hypothesis. What information did you not have originally that caused you to be wrong in your prediction? What are the reasons that the hypothesis and experimental results didn't match up?

Remember, an experiment isn't a failure if it proves your hypothesis wrong or if your prediction isn't accurate. No one will take points off for that. An experiment is only a failure if its design is flawed. A flawed experiment is one that (1) doesn't keep its variables under control, and (2) doesn't sufficiently answer the question that you asked of it.

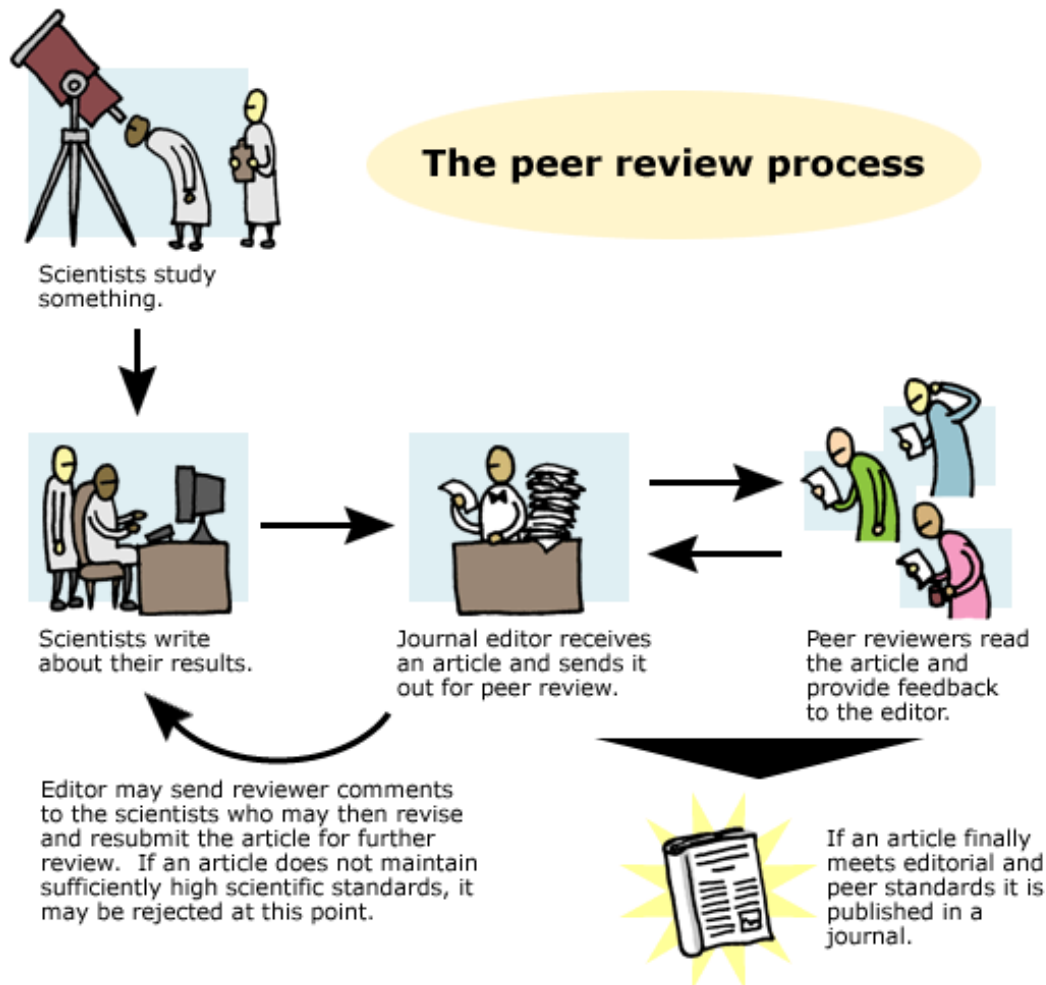
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## Scrutinizing science: Peer review

Source: [http://undsci.berkeley.edu/article/howscienceworks\\_16](http://undsci.berkeley.edu/article/howscienceworks_16)

Peer review does the same thing for science that the "inspected by #7" sticker does for your t-shirt: provides assurance that someone who knows what they're doing has double-checked it. In science, peer review typically works something like this:

- i. A group of scientists completes a study and writes it up in the form of an article. They submit it to a journal for publication.
- j. The journal's editors send the article to several other scientists who work in the same field (i.e., the "peers" of peer review).
- k. Those reviewers provide feedback on the article and tell the editor whether or not they think the study is of high enough quality to be published.
- l. The authors may then revise their article and resubmit it for consideration.
- m. Only articles that meet good scientific standards (e.g., acknowledge and build upon other work in the field, rely on logical reasoning and well-designed studies, back up claims with evidence, etc.) are accepted for publication.



Peer review and publication are time-consuming, frequently involving more than a year between submission and publication. The process is also highly competitive. For example, the highly-regarded journal *Science* accepts less than 8% of the articles it receives, and *The New England Journal of Medicine* publishes just 6% of its submissions.

Peer-reviewed articles provide a trusted form of scientific communication. Even if you are unfamiliar with the topic or the scientists who authored a particular study, you can trust peer-reviewed work to meet certain standards of scientific quality. Since scientific knowledge is cumulative and builds on itself, this trust is particularly important. No scientist would want to base their own work on someone else's unreliable study! Peer-reviewed work isn't necessarily correct or conclusive, but it does meet the standards of science. And that means that once a piece of scientific research passes through peer review and is published, science must deal with it somehow — perhaps by incorporating it into the established body of scientific knowledge, building on it further, figuring out why it is wrong, or trying to [replicate](#) its results.

## Week 9, Lesson 2

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Nature vs. Nurture Debate

#### OBJECTIVES

- Establish the importance of the Scientific Method in making arguments.
  - Analyze a reading and a video on twin studies.
  - Analyze a video on boy and girl toy preferences.
- 

#### MATERIALS

##### Activity #1:

- Online Resource (attached): *Approaches to Psychology (Graphic only)*  
<http://www.simplypsychology.org/naturevsnurture.html>
- Classroom Resource: One or two dictionaries.
- Student Work: Students should have brought both homework articles to class.

##### Activity #2:

- Handout (attached): Make one copy for each student.  
*Nature vs. Nurture Debate: 50-year Twin Study Proves It Takes Two To Determine Human Traits*  
<http://www.medicaldaily.com/nature-vs-nurture-debate-50-year-twin-study-proves-it-takes-two-determine-human-334686>
- Video: *Twins: Is it all in the genes? | Our America with Lisa Ling | Oprah Winfrey Network*  
<https://www.youtube.com/watch?v=Wd5Y3-F79LY> (running time: 05:10)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
“I Believe” Statements about Nature vs. Nurture (attached to Week 9, Lesson 1)

##### Activity #3:

- Video: *Nature vs. Nurture*  
<https://www.youtube.com/watch?v=8mvZ4EbPbME> (running time: 06:15)

#### HOMEWORK

- Handout (attached): Make one copy for each student.  
*How Hereditary Can Intelligence Be? Studies Show Nurture at Least as Important as Nature*  
<http://www.spiegel.de/international/zeitgeist/how-hereditary-can-intelligence-be-studies-show-nurture-at-least-as-important-as-nature-a-716614.html>
- 

#### ACTIVITY #1: Establish the Importance of the Scientific Method in Making Arguments – 50 minutes

##### Journal Check-In - 5 minutes

- Make sure you check students’ journals. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask: What experiences and observations in your life allow you to take a stand in the nature vs. nurture debate? Have students share these and ask each other any questions they have.

- Project “Approaches to Psychology”.
- Look at the graphic and read out loud the different types of psychology on the spectrum, then ask:
  - Where would you put yourself on this spectrum? Go round robin for these answers.
  - Tell students they will be looking at a variety of articles and videos on the nature vs. nurture debate and see where they fit on this spectrum.

### Vocabulary Check-In – 10 minutes

- Have students take out their homework articles and ask: What are the words you circled in the articles? Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students’ responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read out loud the sentence that the word appears in.
  - Have the students with dictionaries read the definition.
  - Write that definition on the board.
- Tell students to write down the words and the meanings from the board for quizzes later.

**Teacher Note #1:** You will need to write down the words and meanings, too, for later quizzes. Create and then give these quizzes at the beginning of classes you choose. There are excellent opportunities for vocabulary quizzes during Week 12 during those activities marked “Teacher Chosen Grammar or Essay Development Lesson” (there are three of them) and during Week 15, when student are doing independent work on their PowerPoint Final Projects. Having vocabulary quizzes at the beginning of these independent work sessions would be easy to schedule. (There are also three days of independent work in Week 15 when vocabulary quizzes could be given.)

**Teacher Note #2:** This vocabulary check-in should be done before analyzing any of the articles in this course. Please use this “Vocabulary Check-In” activity that is in this Lesson Plan for each article. The “Vocabulary Check-In from Week 1, Lesson 2” will be indicated in those places where you need to repeat this activity. Also note, that the standards that are covered for doing this activity are only listed for this Lesson, but you will be strengthening these standards every time repeat this Vocabulary Check-In activity.

### The Scientific Method – 35 minutes

- Tell students that they are now going to play a question game using the two articles used for homework. Start with the first article on *The Scientific Method*. Identify a “lead student” and use the following questioning process using the first example from the reading. The lead student should:
  - Read one of their questions they already know the answer to.
  - Other students in the class can raise their hands if they think they know the answer.
  - The lead student should choose a student to state their answer.
  - If the answer is correct, the student that answered the question correctly now becomes the lead student and gets to ask one of their own questions.
  - If the answer is incorrect, the lead student should ask another student for the correct answer. Again, if this student answers the question correctly, then she or he becomes the lead student and can ask one of their own questions.
  - Continue this process until the basic facts of the article are covered.
- Tell students to summarize each part of the article on *The Scientific Method*, selecting a different for each part of the article.

- Repeat the process above for the *Scrutinizing Science: Peer Review* article.
  - At the end of this activity, ask:
    - Why is the scientific method and peer review process so important to our ability to answer questions or settle debates?
    - What are some ways that the scientific method and peer review process have changed the world?
- 

## ACTIVITY #2: Analyze a Reading and a Video on Twin Studies – 40 minutes.

- Tell students they will now look at an article and a video that looks at studies about twins and how they impact the nature vs. nurture debate.
  - Ask:
    - What are identical twins?
    - How are their genetics the same?
    - Why do scientists think studying identical twins could help answer the nature vs. nurture question?
    - What could you find out if people with the same genes live in different environments?
    - What do you think scientists found in their research?
  - Pass out the *Nature vs. Nurture Debate* article.
  - Tell students they are to read the article and:
    - Decide which “*I Believe*” statement this article supports from the list of “*I Believe*” statements from last class
    - Underline the evidence (the facts) in the article that convinced you that the article favored the nature or favored the nurture perspective.
  - Put students in pairs to compare their choices and their evidence.
  - Go around the room and have each pair to share their thinking and their evidence.
  - Project the spectrum from the *Approaches to Psychology* graphic used in Activity #1 and ask students:
    - Where on the spectrum would you place the evidence in this article?
  - Tell students that they are now going to look at a video about twin studies. Again, students are to:
    - Decide which “*I Believe*” statement this article supports.
    - Take notes on the evidence in the video that convinced them that this was the right choice.
  - Watch the video.
  - Put student in different pairs to compare their choices and their evidence.
  - Go around the room and have each pair share their thinking and their evidence.
  - Again, project the spectrum from the *Approaches to Psychology* graphic used in Activity #1 and ask students:
    - Where on the spectrum would you place the evidence in this video?
  - Ask:
    - Do the article and the video support different “*I Believe*” statements? Where would you place the article on the *Approaches to Psychology* spectrum? Where would you place the video?
    - Can using the same scientific method result in different results?
    - What are some of the reasons this might happen? (Answer: Human behavior, the environment, genetics and how they interact are enormously complicated.)
    - Tell students to think of how the scientific method works and how different results might be possible.
- 

## ACTIVITY #3: Analyze a Video on Toy Preferences Between Boys and Girls – 30 minutes.

- Tell students they are now going to analyze a different part of the nature vs. nurture debate. Why do boys and girls seem to favor different kinds of toys and, when they grow up, roles in our culture?
  - Put students into pairs with similar beliefs by:
    - Telling students who believe in the nature argument to raise their hands and putting them on one side of the room.
    - Telling students who believe in the nurture argument to raise their hands and putting them on the other side.
    - Pushing students in the middle or who are undecided to choose one side or the other for the sake of this activity.
    - Having students choose partners who are on the same side of the debate as they are.
  - Write the following questions on the board. Give students a few minutes to discuss them and then elicit answers from the full class:
    - For those who are on the nature side of the spectrum, do you think that genes determine differences in male and female behavior? What makes you think this way?
    - For those who are on the nurture side of the spectrum, do you think that the environment determines differences in male and female behavior? Why makes you think this way?
  - Watch the video and ask:
    - What part of the video supports the nurture argument? What is the evidence that nurture creates real differences in boys and girls?
    - What part of the video supports the nature argument? What is the evidence that nature creates real differences in boys and girls?
    - As good observers, do you have any questions about either of these experiments?
    - Did either of the experiments prove nature or nurture is the determining factor in differences between boys and girls?
  - Tell pairs to think through the following questions:
    - What further experiments would make the nature argument or the nurture argument stronger?
- 

## HOMework

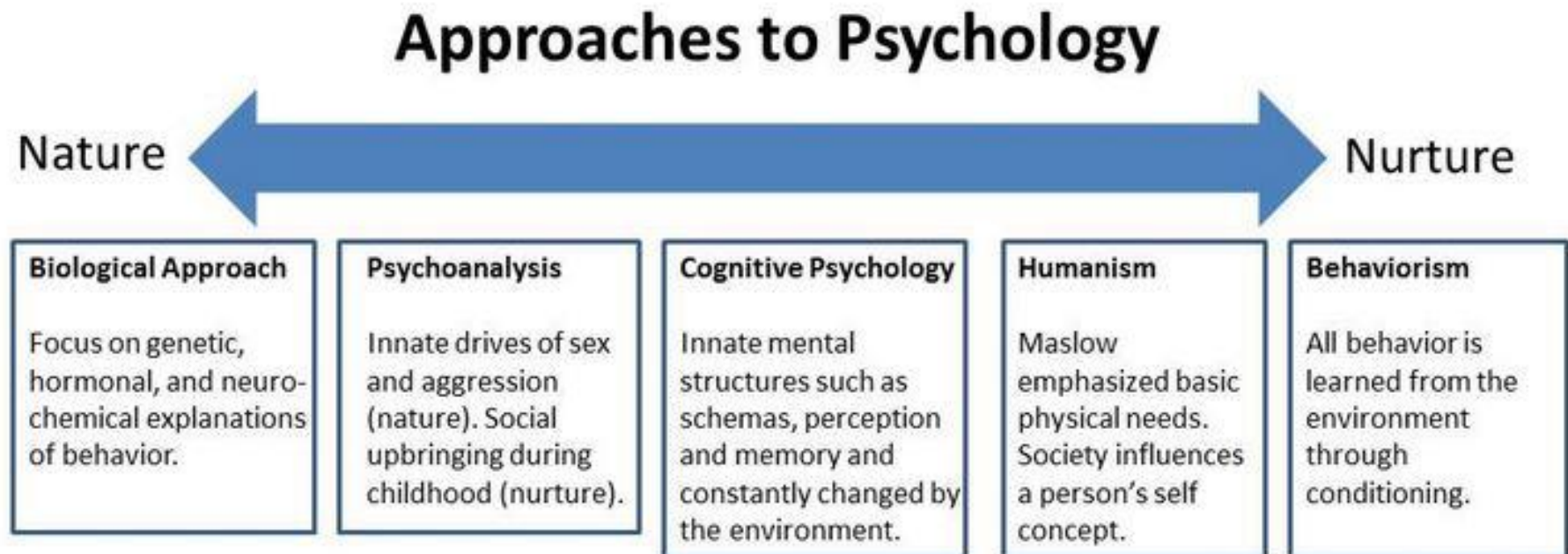
**WRITE:** Have students write in their journals and answer the following questions:

- What is your opinion about how male or female preferences are shaped?
- What is stronger, nature or nurture?
- Why do you think this way?

**READ:** Have students read the article listed below and:

- Underline those facts that support the idea that nurture is at least as important as nature.
- Identify the “I Believe” statements that this article supports.
- Circle words that keep them from understanding what the passage is trying to say.
  - *How Hereditary Can Intelligence Be? Studies Show Nurture at Least as Important as Nature* (attached):  
<http://www.spiegel.de/international/zeitgeist/how-hereditary-can-intelligence-be-studies-show-nurture-at-least-as-important-as-nature-a-716614.html>





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## Nature vs. Nurture Debate: 50-Year Twin Study Proves It Takes Two To Determine Human Traits

Source: <http://www.medicaldaily.com/nature-vs-nurture-debate-50-year-twin-study-proves-it-takes-two-determine-human-334686>



A culmination of more than half a century of research collected on 14.5 million pairs of twins has finally concluded that the nature versus nurture debate is a draw. According to the plethora of data, both have nearly identical influences on a person's behavior, which suggests we need to stop looking at ourselves as a result of nature *versus* nurture, and instead realize we are a combination of both.

The recent [study](#), published in the journal *Nature Genetics*, is the result of the collaboration between Dr. Beben Benyamin from the Queensland Brain Institute and researchers at the VU University of Amsterdam. They reviewed nearly every twin study ever done in the past 50 years. The impressive global twin review revealed that, on average, the variation for human traits and diseases is split almost equally.

“When visiting the nature versus nurture debate, there is overwhelming evidence that both genetic and environmental factors can influence traits and diseases,” Benyamin said in the [press release](#). “What is comforting is that, on average, about 50 percent of individual differences are genetic and 50 percent are environmental.

The finding did not ring true for every case, however, as certain conditions leaned way more than others. For example, in the case of bipolar disorder, this was found to be around 70 percent genetic and only 30 percent due to environmental factors.

Although the finding may be unsatisfying for those hoping that one side of the spectrum held more weight than the other, according to Benyamin, the findings have “implications for choosing the best strategy to find genes affecting disease.” The data may also change the

way that scientists approach the study of genetics. In about 69 percent of the cases, the twins' individual traits ended up being the cumulative effect of genetic differences.

“This means that there are good reasons to study the biology of human traits, and that the combined effect of many genes on a trait is simply the sum of the effect of each individual gene,” Benyamin explained.

Twin studies have been an integral part of science because of the unique genetic similarities between twin siblings. Identical twins develop from a single fertilized egg and they have the same genome. This means that any differences between the twins are [due to their environment, not their genetics](#). For nearly a century scientists have used twin studies to better understand the extent to which certain traits are inherited.

Source: Polderman TJC, Benyamin B, de Leeuw CA, van Bochoven A, Visscher PM, Posthuma D. Meta-Analysis of the Heritability of Human Traits based on Fifty Years of Twin Studies. *Nature Genetics*. 2015.

## How Hereditary Can Intelligence Be? Studies Show Nurture at Least as Important as Nature

**Source:** <http://www.spiegel.de/international/zeitgeist/how-hereditary-can-intelligence-be-studies-show-nurture-at-least-as-important-as-nature-a-716614.html>

*By Jörg Blech*

Researchers have long overestimated the role our genes play in determining intelligence. As it turns out, cognitive skills do not depend on ethnicity, and are far more malleable than once thought. Targeted encouragement can help children from socially challenged families make better use of their potential.

Eric Turkheimer jokes about people who believe environmental influences alone determine a person's character: "They soon change their tune when they have a second child," he says. A father himself, he is speaking from experience. His eldest daughter likes being the center of attention, while her sister is shy and more reticent at school.

Even so, Turkheimer doubts that genetics alone can provide the complete answer. As a clinical psychologist working at the University of Virginia in Charlottesville, he repeatedly came across people whose childhoods hadn't been as carefree as those of his daughters. Many of his patients are from impoverished backgrounds.

"I could see how poverty had literally suppressed these people's intelligence," 56-year-old Turkheimer says.

Scientists typically use twins to gauge the influence of our genes on the one hand and the environment on the other. However Turkheimer noticed that such studies rarely involve twins from broken homes. Stress, neglect and abuse can have a dramatic effect on intellectual ability. And it's precisely this factor that many nature-vs.-nurture studies have completely failed to address.

### **Plugging a Gap**

Turkheimer and his colleagues are the first scientists to have plugged this gap. Their three studies conducted in the United States on this issue have now compared the intelligence of hundreds of twins from more privileged backgrounds with those from more difficult environments. They found that the higher a child's socioeconomic status, the greater the genetic influence on the difference in intelligence. The situation is very different for children from socially disadvantaged families, where differences in intelligence were hardly inherited at all.

"The IQ of the poorest twins appeared to be almost exclusively determined by their socioeconomic status," Turkheimer says. A person's intelligence can only truly blossom if the environment gives the brain what it desires.

Ulman Lindenberger, a 49-year-old psychologist at the Max Planck Institute for Education Research in Berlin, has come to the same conclusion. He says, "The proportion of genetic factors in intelligence differences depends on whether a person's environment enables him to fulfill his genetic potential." In other words: Seeds that are scattered on infertile soil won't ever grow into large plants.

This is precisely what intelligence researchers have denied up to now. Dazzled by their studies of carefree middle-class and upper middle-class twins, they decided that cognitive skills are largely under genetic control, that academic talent is biologically hard-wired and can unfurl in almost any environment.

### **'Intelligence Is Highly Modifiable by the Environment'**

In the meantime psychologists, neuroscientists, and geneticists have developed a very different perspective. They now believe that the skill we term "intelligence" is not in the least fixed, but is actually remarkably variable. "It is now clear that intelligence is highly modifiable by the environment," says Richard Nisbett, a psychologist at the University of Michigan in Ann Arbor.

As a result, researchers have in recent years scaled back their estimates of the influence genetics plays in intelligence differences. The previous figure of 80 percent is outdated. Nisbett says that if you take social differences into account, you would find "50 percent to be the maximum contribution of genetics." That leaves an unexpectedly large proportion of a child's intelligence for parents, teachers and educators to shape.

The findings will undoubtedly please those parents who already send their children to good schools, drive them to violin lessons in the afternoon, and then drag them around museums at the weekend. "So you haven't wasted your time, money and patience on your children after all," Nisbett says.

Time and again researchers have found that a child's genes have far less of an effect on its brain than its surroundings -- and the social environment is only one of the factors in this. Scientists in Boston, for instance, have found that children who live near roads and intersections and are thus exposed to higher levels of exhaust fumes have three IQ points fewer on average than children of the same age living in areas with cleaner air. That's simply because microscopic dust and pollutants can reach the brain and then adversely effect the nerve cells' ability to function properly.

In a similar way to those exposed to pollutants, children also suffer as a result of mental pressure, misery, worry and neglect. Chronic stress alters the way neurotransmitters work, inhibits the formation of new nerve cells and causes the hippocampus to shrivel. That can lead to identifiable differences, as researchers at Cornell University in Ithaca, New York, have shown. They found that stressed children from poor families performed up to 10 percent worse at memory tests than well looked-after children from middle-class homes.

## Week 9, Lesson 3

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Nature vs. Nurture Debate

#### OBJECTIVES

- Analyze the homework article.
- Prepare for and conduct a nature vs. nurture debate.

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#### MATERIALS

##### Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
- *How Hereditary Can Intelligence Be? Studies Show Nurture at Least as Important as Nature* (attached to Week 9, Lesson 2)  
<http://www.spiegel.de/international/zeitgeist/how-hereditary-can-intelligence-be-studies-show-nurture-at-least-as-important-as-nature-a-716614.html>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*"I Believe" Statements about Nature vs. Nurture* (attached to Week 9, Lesson 1)
- Online Resource:  
*Approaches to Psychology (Graphic only)* (attached to Week 9, Lesson 2)  
<http://www.simplypsychology.org/naturevsnurture.html>

##### Activity #2:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Nature vs. Nurture Debate: 50-year Twin Study Proves It Takes Two To Determine Human Traits* (attached to Week 9, Lesson 2)  
<http://www.medicaldaily.com/nature-vs-nurture-debate-50-year-twin-study-proves-it-takes-two-determine-human-334686>
- Video: *Twins: Is it all in the genes? | Our America with Liza Ling | Oprah Winfrey Network* (from Week 9, Lesson 2)  
<https://www.youtube.com/watch?v=Wd5Y3-F79LY> (running time: 05:10)
- Video: *Nature v Nurture* (from Week 9, Lesson 2)  
<https://www.youtube.com/watch?v=8mvZ4EbPbME> (running time: 06:15)

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#### ACTIVITY #1: Analyze the Homework Article – 40 minutes

##### Journal Check-in – 5 minutes

- Make sure you check students' journals. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  - What experiences shape your opinion about why males and females often have different preferences? What makes you believe those differences are more influenced by nature or nurture?

- Take notes on student answers on the board.

### Vocabulary Check-In – 10 minutes

- Have students take out their homework articles and ask: What are the words you circled in the article? Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read out loud the sentence that the word appears in.
  - Have the students with dictionaries read the definition.
  - Write that definition on the board.
- Tell students to write down the words and the meanings from the board for quizzes later.

**Teacher Note #1:** You will need to write down the words and meanings, too, for later quizzes. Create and then give these quizzes at the beginning of classes you choose. There are excellent opportunities for vocabulary quizzes during Week 12 during those activities marked “Teacher Chosen Grammar or Essay Development Lesson” (there are three of them) and during Week 15, when student are doing independent work on their PowerPoint Final Projects. Having vocabulary quizzes at the beginning of these independent work sessions would be easy to schedule. (There are also three days of independent work in Week 15 when vocabulary quizzes could be given.)

**Teacher Note #2:** This vocabulary check-in should be done before analyzing any of the articles in this course. Please use this “Vocabulary Check-In” activity that is in this Lesson Plan for each article. The “Vocabulary Check-In from Week 1, Lesson 2” will be indicated in those places where you need to repeat this activity. Also note, that the standards that are covered for doing this activity are only listed for this Lesson, but you will be strengthening these standards every time repeat this Vocabulary Check-In activity.

### Homework Analysis – 25 minutes

- Tell students you want them to do an analysis that is similar to the one they did for the twin studies and the boy and girl preferences video by working with a partner to:
  - Identify the “I Believe” statements that the article on heredity and intelligence supports.
  - Select the best scientific evidence that the article uses to support the “I Believe” statements.
  - Put this article on the *Approaches to Psychology* spectrum of nature or nurture (Project the graphic from Week 9, Lesson 2).
  - State their response to the article's conclusions:
    - You think this is a strong argument because \_\_\_\_\_.
    - You are not convinced of this argument because \_\_\_\_\_.
- Have each pair present their analysis and conclusions.

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### ACTIVITY #2: Prepare for a Nature vs. Nurture Debate – 40 minutes

- Tell students they are now going to prepare for a nature vs. nurture debate.



- Put all those students who believe nature is a predominant determining factor in one group and those who believe nurture is a predominant determining factor in another.
  - Push students who are undecided or who believe that a combination of nature or nurture is the predominant determining factor to choose one side or the other, unless there are enough of them to make a third group.
  - Tell everyone to get out their articles and notes from the homework and from the previous class including:
    - The article on the 50-year twin study
    - The video on twins.
    - The video on boy and girl preferences.
    - The article on heredity and intelligence.
  - Each individual in the group is to:
    - List their strongest ideas for why they believe that nature or nurture or a combination of the two is the predominant determining factor.
    - Review their articles and notes to choose the strongest evidence for their side of the debate.
  - Give students time to meet as a group to:
    - Make a master list of reasons that group members have come up with for their side of the debate.
    - Identify evidence from the articles and notes that supports their viewpoint.
    - Choose their strongest reasons for their viewpoint from the master list.
    - Assign a different reason to each group member to present.
    - Write a new “We Believe” statement that is supported by all your evidence.
- 

### ACTIVITY #3: Conduct a Nature vs. Nurture Debate – 40 minutes

- Tell students they are now going to conduct a debate. A debate is made up of a presentation of a position and the best reasons for that position and then a rebuttal after the team has heard the reasons and evidence from the other side. To prepare for a rebuttal it is critical that they listen to the other team and take notes on the other team's reasons and evidence so that their own team can make additional arguments that will make their viewpoint more persuasive.
  - Line the teams up to face each other and tell them that their mission is to provide such excellent reasons and evidence that the other team will be persuaded to change their minds.
  - Have the first team:
    - Present their “We Believe” statement.
    - Have each group member present his/her reasons for being on this side of the nature vs. nurture debate and the evidence for that reason.
  - Repeat for the second team and the third team if there is one.
  - After the teams make their presentations, have them get back together to:
    - Come up with a list of new reasons/evidence that supports their viewpoint that they thought of as a result of listening to the other team's presentation.
    - Come up with a list of recommendations. To prompt their thinking about recommendations, ask:
      - Because nature (or nurture) has such a strong influence on who we are, what kinds of things does the group think should be changed to improve our society?
    - Assign different group members to present a different part of their rebuttal.
  - Line the teams to face each other again and have them present their new reasons and recommendations.
- 

### HOMEWORK

**ORGANIZE:** Have students organize their ideas and evidence into an outline in preparation for an in-class essay during the next class. They may use their homework notes when writing their in-class essay. Their notes should help them respond to the following prompts:

- Describe the nature vs. nurture debate and create a personal “*I Believe*” statement that makes it clear whether you think nature or nurture has more influence on our lives. (These will become their thesis statements.)
- Give the strongest reasons and evidence for your “*I Believe*” statement. Make sure each reason is given a different paragraph and is explained so a reader could understand you easily.
- Make some nature or nurture recommendations that you think would improve our society.

## Week 9, Lesson 4

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Nature vs. Nurture Debate

#### OBJECTIVES

- Rehearse and write an in-class essay.
- Conduct the peer review process.
- Watch videos that connect the nature vs. nurture debate to early childhood development.

---

#### MATERIALS

##### Activity #1:

- Student Work: Students should bring hard copies of their essay outlines created for homework.

##### Activity #2:

- Handout (attached): Make two copies for each student.  
*Audience Comment Page*

##### Activity #3:

- Video: *Nature or Nurture*  
<http://www.sciencechannel.com/tv-shows/through-the-wormhole/videos/nature-or-nurture/> (running time: 02:31)
- Video: *Change the First Five Years and You Change Everything*  
<https://www.youtube.com/watch?v=GbSp88PBe9E> (running time: 03:56)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*"I Believe" Statements about Nature vs. Nurture* (attached to Week 9, Lesson 1)
- Online Resource: *Approaches to Psychology (Graphic only)* (attached to Week 9, Lesson 2)  
<http://www.simplypsychology.org/naturevsnurture.html>

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#### ACTIVITY #1: Rehearse and Write an In-Class Essay - 60 minutes

- Ask students: What were the class criteria for essays in Bridge Semester 1?
- Tell students to come up with criteria for a good essay by answering the following questions. Ask these questions and then put their answers on the board:
  - What makes a good introduction?
    - Make sure the criteria include that the introduction has a thesis and it gets the attention and interest of the audience
  - What is a thesis and why is it important? (Hint: Remember that it could be helpful to equate students' thesis statements to their personal "*I Believe*" statements.)
  - What makes for good paragraphs that provide your reasons and evidence?
    - Make sure the criteria include that the paragraphs have a clear topic sentence, give clear explanations, and are easy to understand.
  - What makes a good conclusion?

- Make sure the criteria include that the essay applies ideas in the essay to a larger context by making recommendations or using ideas in the essay to reach important goals.
  - Which questions prompt you to write about each of these parts of the essay?
- Have students to get their homework outlines out.
- Go round robin and have each student read his or her “*I Believe*” thesis statement aloud.
- Ask: Are your classmates taking similar or different stances on the essay issue?
- Put students into pairs to hear and respond to each other’s plans for the 45-minute essay. Write the following questions on the board to structure their interaction.
  - What is your thesis? Why did you choose this thesis?
  - What are your reasons? Can you explain each one of them to me?
  - What do you think should be done to improve society using your ideas on nature or nurture?
- Tell pairs they are to take turns, assigning one person to be the questioner and one as the speaker. The questioner should use the questions on the board, but they should also add questions that will help them understand what the person is trying to say better. When the first questioner is finished, then pairs should switch roles and repeat the process so both students can be heard.
- Tell students to make any changes to their outline that will improve their essays.
- Tell students that in an actual testing situation they will need to put together their outline and then write an essay in 45-minutes. So today, they will have “extra” time for writing. They are to focus on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read their work over and make changes.
- Time students as they write a 45-minute in-class essay.

**Teacher Note:** Copy down this criteria so that it can be used again in Week 13, Lesson 4 and Week 14, Lesson 4.

---

### ACTIVITY #2: Conduct the Peer Review Process - 40 minutes

- Tell students they will now provide constructive feedback to each other’s essay. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- Ask students: What kinds of things would happen when others are reading your work that would NOT make you feel happy and comfortable? Write what students say on the board.
- Put students into groups of three.
- Have students take out their homework essays.
- Pass out two copies of the *Audience Comment Page* (attached) to each student. Explain that they will:
  - Read the essays written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partners’ work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments and ask questions to the evaluators as needed.

- Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
- Collect student essays along with the *Audience Comment Pages* for them.

**TEACHER NOTE:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts.

### ACTIVITY #3: Watch Videos that Connect the Nature vs. Nurture Debate to Early Childhood Education - 20 minutes

- Tell students this is the grand finale to the nature to this nurture debate section. These videos will start to make a connection between the debate and early childhood education.
- Watch the *Nature or Nurture* video and tell students to think of these questions while they are watching:
  - Which “I Believe” statements does this video support?
  - Where would this video fall on the *Approaches to Psychology* spectrum? (See graphic from Week 9, Lesson 2).
  - What evidence does the video provide?
  - Have we seen an article or video before that supports this same “I Believe” statements?
- Watch the video, *Change the First Five Years of Life and You Change Everything*. Ask:
  - Which “I Believe” statements does this video support?
  - Where is this belief on the spectrum? (Graphic from Week 9, Lesson 2).
  - What evidence does the video provide?
  - How does this video describe preschool education as a way of creating equal opportunity for people from different backgrounds?

### HOMEWORK

**WRITE:** Have students write in their journals and answer the following questions:

- When do you think learning starts for humans? What are your reasons for your opinions?
- What have you experienced that has helped form this opinion?

**TEACHER NOTE:** E-mail the following links to students before the next class, if possible. This will ensure that students have access to these articles while in the technology lab. We've attached a two-page list that includes the names and URL addresses for all 13 articles included in the links below for your convenience, this attached resource is titled: *Early Experiences Matters Links* and appears on page 71.

- Online Resource: *Healthy Minds: Nurturing Your Child's Healthy Development*  
<http://www.zerotothree.org/child-development/brain-development/healthy-minds.html>
- Online Resource: *Development of Social-Emotional Skills*  
<http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>
- Online Resource: *Development of Self-Control*  
<http://www.zerotothree.org/child-development/social-emotional-development/control-yourself-how-young-learn-self-control-0-3.html>

Extra Research Materials for Teachers:

- Teacher Resource: *The ABCs of Child Development – Developmental Milestones for Your Child's First Five Years*  
<http://www.pbs.org/wholechild/abc/>
- Teacher Resource: *Early Development Tools and Tips*  
<http://www.zerotothree.org/child-development/early-development/tips-tools-early-development.html>

## AUDIENCE COMMENT PAGE

**WRITER** \_\_\_\_\_

**READER** \_\_\_\_\_

4. What is working for you as the audience for this piece of writing?
5. As the audience, what do you need clarified or want to hear more about to make you more interested in what the writer has to say?
6. Do you have any questions for the writer?

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## Early Experiences Matter Links

### I. Online Resource: *Healthy Minds: Nurturing Your Child's Healthy Development*

<http://www.zerotothree.org/child-development/brain-development/healthy-minds.html>

#### 1. Child Development from Birth to 3 Months

<http://main.zerotothree.org/site/DocServer/0-2months.pdf?docID=321>

#### 2. Child Development from 2 to 6 Months

<http://www.zerotothree.org/child-development/brain-development/2-6months.pdf>

#### 3. Child Development from 6 to 9 Months

<http://www.zerotothree.org/child-development/brain-development/6-9months.pdf>

#### 4. Child Development from 9 to 12 Months

<http://www.zerotothree.org/child-development/brain-development/9-12months.pdf>

#### 5. Child Development from 12 to 18 Months

<http://www.zerotothree.org/child-development/brain-development/DocServer/12-18months.pdf?docID=328&AddInterest=1153>

#### 6. Child Development from 18 to 24 Months

<http://www.zerotothree.org/child-development/brain-development/DocServer/18-24months.pdf?docID=324&AddInterest=1153>

#### 7. Child Development from 24 to 36 Months

<http://main.zerotothree.org/site/DocServer/24-36months.pdf?docID=326&JSe>

### II. Online Resource: *Development of Social Emotional Skills*

<http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>

#### 1. Birth to 12 Months

[http://main.zerotothree.org/site/DocServer/socemot - 012 - \\_par.pdf;jsessionid=9DEB95FD12F83FD32CA8617828DD9D7B.app220c?docID=10761&AddInterest=1503](http://main.zerotothree.org/site/DocServer/socemot - 012 - _par.pdf;jsessionid=9DEB95FD12F83FD32CA8617828DD9D7B.app220c?docID=10761&AddInterest=1503)

#### 2. 12 to 24 Months

[http://main.zerotothree.org/site/DocServer/socemot - 12to24 - \\_parents.pdf;jsessionid=9DEB95FD12F83FD32CA8617828DD9D7B.app220c?docID=10762&AddInterest=1503](http://main.zerotothree.org/site/DocServer/socemot - 12to24 - _parents.pdf;jsessionid=9DEB95FD12F83FD32CA8617828DD9D7B.app220c?docID=10762&AddInterest=1503)

#### 3. 24 to 36 Months

[http://main.zerotothree.org/site/DocServer/socemot - 24to36 - \\_parents.pdf;jsessionid=9DEB95FD12F83FD32CA8617828DD9D7B.app220c?docID=10763&AddInterest=1503](http://main.zerotothree.org/site/DocServer/socemot - 24to36 - _parents.pdf;jsessionid=9DEB95FD12F83FD32CA8617828DD9D7B.app220c?docID=10763&AddInterest=1503)

III. Online Resource: *Development of Self Control*

<http://www.zerotothree.org/child-development/social-emotional-development/control-yourself-how-young-learn-self-control-0-3.html>

1. Birth to 12 Months

<http://www.zerotothree.org/child-development/social-emotional-development/self-control-birth-12-months.html?referrer=http://www.zerotothree.org/child-development/social-emotional-development/control-yourself-how-young-learn-self-control-0-3.html>

2. 12 to 24 Months

<http://www.zerotothree.org/child-development/social-emotional-development/self-control-12-24-months-1-1.html>

3. 24 to 36 Months

<http://www.zerotothree.org/child-development/social-emotional-development/self-control-24-36-months-1.html>

# Week 10, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Early Childhood Development

Class to be held in the Technology Lab



### OBJECTIVES

- Establish class ideas for when learning starts.
- Take notes on a TED talks on this subject.
- Prepare for homework assignment.

---

### MATERIALS

#### Activity #2:

- Video: Annie Murphy Paul: What we learn before we're born
- [https://www.ted.com/talks/annie\\_murphy\\_paul\\_what\\_we\\_learn\\_before\\_we\\_re\\_born](https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born) (running time: 16:39)
- Online Resource (attached): Approaches to Psychology (Graphic only; attached to Week 9, Lesson 2)  
<http://www.simplypsychology.org/naturevsnurture.html>

#### Activity #3 & HOMEWORK

**Teacher Note:** These links should have been emailed to students prior to class. However, they can also be sent to students while they are in the technology lab for this lesson.

- Online Resource: Healthy Minds: Nurturing Your Child's Development  
<http://www.zerotothree.org/child-development/brain-development/healthy-minds.html>
- Online Resource: Developing of Social-Emotional Skills  
<http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>
- Online Resource: Development of Self-Control  
[https://www.dropbox.com/l/sci/AAD9cimpNccmd\\_9RzuPiVv\\_2RleWRg64rZE](https://www.dropbox.com/l/sci/AAD9cimpNccmd_9RzuPiVv_2RleWRg64rZE)

#### Extra Research Materials for Teachers:

- Teacher Resource: The ABCs of Child Development – Developmental Milestones for Your Child's First Five Years  
<http://www.pbs.org/wholechild/abc/>
- Teacher Resource: Early Development & Well-Being  
<http://www.zerotothree.org/child-development/early-development/tips-tools-early-development.html>

---

### ACTIVITY #1: Establish Class Ideas for When Learning Starts - 30 minutes

- Tell students they are now going to turn to the topic of early childhood development to get a clear sense of how children 0-5 years of age develop, and later, what might be the right educational practices that would help children develop to be healthy and resilient.
- But first, we need to make a prediction about when we think children start developing.
- Write the journal questions on the board:
  - When do you think learning starts for humans?

- What are your reasons for your opinions?
  - What have you experienced that has helped form this opinion?
- Have students use what they wrote about in their journals to answer these questions. Go round robin to get their responses.
  - Write their predictions on the board, and if more than one student has the same prediction, put hash marks next to the prediction—one for each student.

### ACTIVITY #2: Take Notes on a TED Talk on this Subject - 40 minutes

- Watch the TED talk video on what we learn before we're born. While they are watching, tell students to take notes on the different ways children learn and the kind of things children learn from the beginning.
- After the video, ask students:
  - What do children learn before they are born? Make a list on the board.
  - Are you surprised by these answers?
  - Where would you place this TED talk on the nature vs. nurture spectrum?

### ACTIVITY #3: Groups Review and Assign Homework - 50 minutes

- Tell students that they will work in groups, divide up readings on different topics, and work together to create a presentation that will give their classmates a good idea of how children develop.
- Divide the class up into groups that fit the number of readings for each area. You can assign or have students choose the topic they want to work on. These topics have corresponding links in the materials list for this activity. The topics are:
  - Healthy Minds: Nurturing Your Child's Healthy Development – 7 on-line readings.
  - Development of Social Emotional Skills – 3 on-line readings.
  - Development of Self Control – 3 on-line readings.

**Teacher Note:** The size of the groups will vary depending on the size of your class. For a small class, you can assign 1-2 readings per student to ensure all 13 articles are read. For a larger class, you can assign multiple students the same article and have them collaborate on summaries or you can assign additional readings from "Extra Research Materials for Teachers" in the materials list on the previous page to ensure each student has a different reading. Have a strategy for making sure that each student has a responsibility in a group so they can contribute to a presentation that students will give based on this material later in the week.

- Project the pages for *Healthy Minds*, then *Development of Social Emotional Skills*, and then *Development of Self Control* separately. For each one:
  - Ask: How many separate readings are there?
  - Ask: How are the readings organized? (Answer: By age group.)
  - Ask: How is the reading structured?
  - Click on another reading to show that readings from the same topic have the same sub-headings and are set up the same way.
- Have students in their groups:
  - Assign a reading to each group member.
  - Make sure that each member understands that they are to underline the key information in their article that will make it easy for them to:
    - Describe what is going on for children at the age discussed in the article.

- Describe what can be done to promote learning for a child of that age.
- 

## **HOMEWORK**

**READ:** Have students read the article(s) assigned in Activity #3, and underline the key information that will make it easy for them to:

- Describe what is going on for children at the age discussed in the article.
- Describe what can be done to promote learning for a child of that age.

**TEACHER NOTE:** E-mail the following links to students before the next class, if possible. This will ensure that students have access to these articles while in the technology lab.

- Online Resource: *Child Development: 3-5 Years*  
<http://www.howkidsdevelop.com/3-5years.html>
- Online Resource: *You are your child's first – and best – teacher: Milestone's 3-5 Years*  
[http://www.earlyexperiences.org/3\\_to\\_5\\_years.html](http://www.earlyexperiences.org/3_to_5_years.html)
- Online Resource: *Child Development: 4-5 Years*  
<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1870#1>

**TEACHER NOTE:** The topical readings in this lesson are only for children 0-3 years of age. In Week 10, Lesson 2, the class will do readings for students 3-5 years of age.

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# Week 10, Lesson 2

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Early Childhood Development

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria for a good summary.
- Write and review summaries of the homework.
- Self-assign readings on child development for children 4-5 years of age.

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### MATERIALS

#### Activity #1:

- Handout (attached): Make one copy for each student.  
*What is Plagiarism?*

#### Activity #3:

**Teacher Note:** These links should have been emailed to students prior to class. However, they can also be sent to students while they are in the technology lab for this lesson.

- Online Resource: *Child Development: 3-5 Years*  
<http://www.howkidsdevelop.com/3-5years.html>
- Online Resource: *Child Development: 4-5 Years*  
<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1870#1>

---

### ACTIVITY #1: Set Criteria for a Good Summary - 30 minutes

- Have students get out their homework readings.
- Tell students to anticipate what a good summary would sound like and list student answers on the board. Be sure the criteria includes:
  - The audience can understand the gist of the article.
  - The summary is interesting for the audience to read.
  - The author uses his or her own words. There is no plagiarism and quotation marks are used properly.
  - All the major features of the article are included so that an audience gets the most important parts.
- Ask: What does the word plagiarism mean? Put their definition on the board.
- Pass out the “*What is Plagiarism*” and have student read up to the “*Types of Plagiarism*” section.
- Ask:
  - What is plagiarism?
  - Is it serious?
  - Why?
  - What are the different things considered plagiarism? Go round robin to have these things read aloud.

- Ask students how they can bring up facts and ideas from other authors without plagiarizing.
- Introduce simple citation requirements:
  - According to \_\_\_\_\_, from the articles named \_\_\_\_\_, “(insert quote here)”.
- Explain how to use quotation marks.

**Teacher Note #1:** You will need to write down the criteria for a good summary to use in Week 11, Lesson 4.

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### ACTIVITY #2: Work on and Review Homework Summaries - 60 minutes

- Tell students they are to work on writing summaries that will be the basis for their presentations. They need to use the criteria on the board when they write.
- Give students some time to write summaries of the article they read for homework.
- When students finish working independently, have them find a partner in their group from the homework and take turns reading their summary paragraphs to each other. Students should ask each other for clarification or more details. Rewriting is encouraged in response.
- When everyone has finished their summaries, have each full group from the homework meet to read their summaries to each other starting with readings on the youngest age group (e.g., 0-3 months or 0-12 months.) Students should continue to read their summaries in order by age until they finish with summaries on children 24-36 months.
- Write the following questions on the board so the group can give each other feedback on the following questions:
  - How clear is the summary?
  - Is it interesting to listen to?
  - If you did not know anything about the subject, would you learn from listening to this paragraph?
- Students may want to come up with ways to streamline their summaries for when they give their presentations.
- When the groups are finished, ask if they would like to add to their criteria of a good summary. Take notes on their answers on the board.

---

### ACTIVITY #3: Groups Assign Readings on Child Development for Children 3-5 Years of Age - 30 minutes

- Tell groups that they will assign readings to each other for next class. These readings will touch on the same topics (Healthy Minds/Nurturing Your Child’s Healthy Development; Development of Social Emotional Skills; and Development of Self Control) for children 3-5 years of age.
- Project each of the three readings to give an overview. Make sure to highlight that the fact that the third reading has many categories and that they should choose those that are relevant to their group’s topic.
- Put students back in their groups and tell them that they are to:
  - Preview the readings and select information that will help them with the presentation for their topic. Therefore, if you are doing a presentation on Social Emotional Learning, for example, only include information from the readings that will help you understand social emotional learning that area for children this age.
  - Assign the readings to group members.



- Make sure that each member understands that they are to underline the key materials in their article that will make it easy for them to:
    - Describe what is going on with children 3-5 years of age.
    - Describe what can be done to promote learning for a child 3-5 years of age.
- 

## **HOMEWORK**

**READ:** Have students read the article that they were assigned in class on the development of children 3-5 year of age.

**WRITE:** Have students write a new summary of the article they were assigned to read for homework. They should make sure to only include information on the topic that their group was reporting on:

- Healthy Minds: Nurturing Your Child's Healthy Development
- Development of Social Emotional Skills
- Development of Self Control

**WRITE:** Have students rewrite the summaries they created in class. Both of these summaries will be helpful to them when they prepare for an in-class presentation.

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# WHAT IS PLAGIARISM?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

## ACCORDING TO THE MERRIAM-WEBSTER ONLINE DICTIONARY, TO "PLAGIARIZE" MEANS

- To steal and pass off (the ideas or words of another) as one's own.
- To use (another's production) without crediting the source.
- To commit literary theft.
- To present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

## BUT CAN WORDS AND IDEAS REALLY BE STOLEN?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

## ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules).

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly.

# TYPES OF PLAGIARISM

Plagiarism is not always a black and white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step towards effective prevention.

The Plagiarism Spectrum was developed as a way to define and distinguish the common ways in which plagiarism can take form. The Spectrum makes these forms memorable by tagging the types with “Digital 2.0” monikers, a gesture that both acknowledges the role that the internet plays in instances of content copying and makes the types more meaningful for a generation of writers who are “digital natives.”<sup>1</sup>

As part of the Plagiarism Spectrum project, a May 2012 survey of nearly 900 secondary and higher education instructors was also conducted to assess the frequency with which these types appear as well as the degree to which each type is problematic for instructors.

Each of the 10 most common types of plagiarism are defined below. The types are ranked in order of severity of intent.

## **#1. CLONE**

Submitting another’s work, word-for-word, as one’s own

## **#2. CTRL-C**

Contains significant portions of text from a single source without alterations

## **#3. FIND - REPLACE**

Changing key words and phrases but retaining the essential content of the source

## **#4. REMIX**

Paraphrases from multiple sources, made to fit together

## **#5. RECYCLE**

Borrows generously from the writer’s previous work without citation

## **#6. HYBRID**

Combines perfectly cited sources with copied passages without citation

## **#7. MASHUP**

Mixes copied material from multiple sources

## #8. 404 ERROR

Includes citations to non-existent or inaccurate information about sources

## #9. AGGREGATOR

Includes proper citation to sources but the paper contains almost no original work

## #10. RE-TWEET

Includes proper citation, but relies too closely on the text's original wording and/or structure

In addition to being ranked by severity, each type is also accompanied by an example to illustrate how each type appears within the context of a paper.

For full study details and the full list of examples, please [download a copy of the white paper](#).

<sup>1</sup> <http://www.marcprensky.com/writing/prensky%20-%20digital%20natives,%20digital%20immigrants%20-%20part1.pdf>

# GLOSSARY

## ATTRIBUTION

The acknowledgement that something came from another source. The following sentence properly attributes an idea to its original author:

Jack Bauer, in his article "Twenty-Four Reasons not to Plagiarize," maintains that cases of plagiarists being expelled by academic institutions have risen dramatically in recent years due to an increasing awareness on the part of educators.

## BIBLIOGRAPHY

A list of sources used in preparing a work.

## CITATION

- A short, formal indication of the source of information or quoted material.
- The act of quoting material or the material quoted.
- See our section on [citation styles](#) for more information.

## CITE

- To indicate a source of information or quoted material in a short, formal note.
- To quote.
- To ascribe something to a source.
- See our section on [citation styles](#) for more information.

## COMMON KNOWLEDGE

Information that is readily available from a number of sources or so well-known that its sources do not have to be cited.

The fact that carrots are a source of Vitamin A is common knowledge, and you could include this information in your work without attributing it to a source. However, any information regarding the effects of Vitamin A on the human body is likely to be the product of original research and would have to be cited.

## COPYRIGHT

A law protecting the intellectual property of individuals, giving them exclusive rights over the distribution and reproduction of that material.

## ENDNOTES

Notes at the end of a paper acknowledging sources and providing additional references or information.

## FACTS

Knowledge or information based on real, observable occurrences. Just because something is a fact does not mean it is not the result of original thought, analysis, or research. Facts can be considered intellectual property as well. If you discover a fact that is not widely known nor readily found in several other places, you should cite the source.

## FAIR USE

The guidelines for deciding whether the use of a source is permissible or constitutes a copyright infringement.

See our section [What is Fair Use?](#) for more information.

## FOOTNOTES

Notes at the bottom of a paper acknowledging sources or providing additional references or information.

## INTELLECTUAL PROPERTY

A product of the intellect, such as an expressed idea or concept that has commercial value.

## ORIGINAL

- Not derived from anything else, new and unique.
- Markedly departing from previous practice.
- The first, preceding all others in time.
- The source from which copies are made.

## PARAPHRASE

A restatement of a text or passage in other words.

It is extremely important to note that changing a few words from an original source does NOT qualify as paraphrasing. A paraphrase must make significant changes in the style and voice of the original while retaining the essential ideas. If you change the ideas, then you are not paraphrasing -- you are misrepresenting the ideas of the original, which could lead to serious trouble.

## PLAGIARISM

The reproduction or appropriation of someone else's work without proper attribution; passing off as one's own the work of someone else.

## PUBLIC DOMAIN

The absence of copyright protection; belonging to the public so that anyone may copy or borrow from it. For more information, see our section on [What is public domain?](#)

## QUOTATION

Using words from another source.

## SELF-PLAGIARISM

Copying material you have previously produced and passing it off as a new production. This can potentially violate copyright protection if the work has been published and is banned by most academic policies.

# PREVENTING PLAGIARISM WHEN WRITING

In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that author?

Confusion about the answers to these questions often leads to plagiarism. If you have similar questions or are concerned about preventing plagiarism, we recommend using the checklist below.

## PLANNING YOUR PAPER

### CONSULT WITH YOUR INSTRUCTOR

Have questions about plagiarism? If you can't find the answers on our site or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the guidelines for citing sources properly. If you follow them and the rest of the advice on this page, you should have no problems with plagiarism.

### PLAN YOUR PAPER

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline or coming up with a thesis statement in which you clearly formulate an argument about the information you find will help establish the boundaries between your ideas and those of your sources.

### TAKE EFFECTIVE NOTES

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems-- including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away-- finding them again later when you are trying to finish your paper can be a nightmare!



## WRITING YOUR PAPER

### WHEN IN DOUBT, CITE SOURCES

Of course you want to get credit for your own ideas. And, you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by:

- Showing that you are not just copying other ideas but are processing and adding to them.
- Lending outside support to the ideas that are completely yours.
- Highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.
- Also see: [how to cite sources properly](#).

### MAKE IT CLEAR WHO SAID WHAT

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish who said what, and give credit to the right person.

### KNOW HOW TO PARAPHRASE

A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

[Learn how to paraphrase properly.](#)

## **ANALYZE AND EVALUATE YOUR SOURCES**

Not all sources on the web are worth citing-- in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using the "Web Page Evaluation Criteria" available through New Mexico State University's website.

# Week 10, Lesson 3

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Early Childhood Development

#### OBJECTIVES

- Establish criteria for a good presentation.
  - Have groups prepare for their presentations.
- 

#### MATERIALS

##### Activity #1:

- Video: *Delivering a Bad Presentation - Spot the Mistakes*  
<https://www.youtube.com/watch?v=ATfY8dvbuFg> (running time: 04:50)
- Video: *Delivering a Good Presentation-Identify the Good Techniques*  
<https://www.youtube.com/watch?v=5utoLhjUuAI> (running time: 06:59)

##### Activity #2:

- Classroom Resource: Long banner paper for making timelines.
  - Classroom Resource: Different colored markers.
  - Classroom Resource: Lots of blank index cards.
- 

#### ACTIVITY #1: Establish Criteria for a Good Presentation - 40 minutes

- Tell students they are going to put together a presentation so that the whole class can understand the child development topic their group studied:
  - Healthy Minds: Nurturing Your Child's Healthy Development
  - Development of Social Emotional Skills
  - Development of Self Control
- If they give a good presentation, their classmates will learn new and important facts about child development. So, they need to be clear about what a good presentation would look like.
- Have students think of a presentation they have seen and thought was awesome. Ask: What made the presentation so good? Write students answers on the board.
- To get new ideas for what makes a good presentation, tell student they will watch a video of a bad presentation. They are to take notes on why the presentation is so bad.
- Play the bad presentation video and make sure you stop the video right at the end of the presentation. (After the presentation, the video lists the problems with the presentation, so you want to make sure students don't see the list yet).
- After the video, put students in pairs to make a master list of why the presentation was bad.
- Go round robin and have each pair give a different reason until there are no new reasons. Write students' reasons on the board.
- Play the rest of the video so students can see what the video says is wrong with the presentations. Amend the list on the board as needed.
- Write a list of what makes a good presentation based on the list on the board.
- If there is time, you can also play the video on delivering good presentations to expand the criteria.
- Ask:
  - What makes new information easy for you to learn?

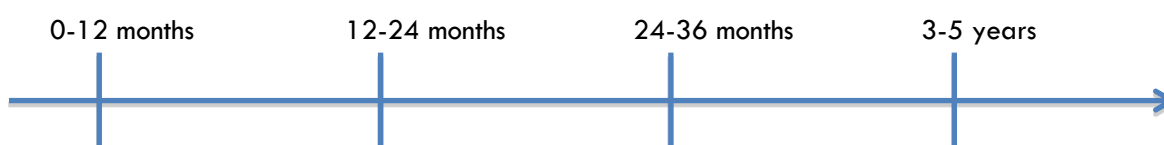
**Teacher Note:** You may also bring into the class the criteria for a good presentation that students created in Week 7, Lesson 2 and build upon it. When finished, write this list down and make a checklist out of it for students to use to provide feedback to the presenters in Week 10, Lesson 4. This same checklist should be used for all the presentations assigned for the rest of the class. It is very important during presentations, that students practice listening skills while others practice presenting skills. A checklist that listeners need to fill out will help keep them actively engaged and learning.

- What can presenters do to make sure you remember the new information?

---

## ACTIVITY #2: Groups Prepare for their Presentations - 80 minutes

- Tell students they will each need to give their presentation while putting key information on a timeline.
- Draw a timeline on the board—something like this:



- Within each of the time slots, tell students to write in the key developmental changes that are happening so that other students can clearly see the progression.
- Tell students from the group reporting on a single topic (e.g., Healthy Minds) to give you some examples of key developmental changes that children would undergo and where they fit on the timeline. Write these on the timeline on the board. The timelines will look different for Healthy Minds, Social Emotional Learning, and Self Control; so have each group to tell you how theirs should look or have students come to the board to fill them in as appropriate until there are three on the board that are correct.
- Explain that each group will need to display their timeline as part of their presentation. Each person will report on a different developmental phase that they can write in the most significant points on the timeline to help their classmates learn about child development related to their topic.
- Have students work in their groups to:
  - Put the basics of what they want to say on index cards.
  - Draw their timeline on scratch paper and discuss important points that need to be included.
  - Draw out the final timeline on the banner paper for presentation.
  - Practice the presentation so group members can coach each other about how to make the presentation better. (There will be more time for this during the next class).
  - Decide what needs to be on the quiz they give to the class and create the quiz.
  - Assign any tasks necessary to complete and prepare for the presentation as homework to students in the group.

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## HOMEWORK

**COMPLETE:** Have students complete their preparation and prepare to participate in the group presentation during the next class.

**Teacher Preparation Note:** Type up the checklist of criteria for a good presentation and make copies for use in the next class and in Week 16 when students do their final presentation.

## Week 10, Lesson 4

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Early Childhood Development

#### OBJECTIVES

- To prepare for student presentations.
  - To give student presentations and administer student-made quizzes.
- 

#### MATERIALS

##### Activity #1:

- Classroom Resources: Long banner paper for making timelines.
- Classroom Resources: Different colored markers.
- Classroom Resources: Lots of index cards.

##### Activity #2:

- Handout: Make one copy for each student.  
The checklist of what makes a good presentation based on the list the students made during the previous lesson.
- 

#### ACTIVITY #1: Students Prepare for their Presentations - 40 minutes

- Allow students to practice their presentations in separate spaces, if possible, for each other.
- 

#### ACTIVITY #2: Students Give Their Presentations and Quizzes - 80 minutes

- Tell students they are now to give their group presentations.
  - Pass out the checklist for the presentation for the listeners. They are to check off those areas where students did very well.
  - Have each group:
    - Give their presentation.
    - Give their quizzes.
  - After each presentation, allow the listeners to:
    - Ask questions about information they wanted clarified.
    - Highlight those things they thought were really effective about the presentation.
    - Provide applause and appreciation.
- 

#### HOMEWORK

**WRITE:** Have students write an essay about the process of putting together a group presentation. They should use the following prompts to guide their writing:

- What was your presentation about?
- Why is this subject important for students who want to become involved in early childhood education?
- Write a summary of the information presented.

- How did your group prepare? What were the things that the group did well together? What were the things your group struggled with?
- How did your presentation go? What did you learn from the experience?

**TEACHER NOTE #1:** E-mail the following links to students before the next class, if possible. This will ensure that students have access to these articles while in the technology lab.

- Online Resource: Grandparenting: *Play Activities for Birth to 12 Months*  
<http://www.zerotothree.org/child-development/grandparents/play-0-12-mths-final.pdf>
- Online Resource: Grandparenting: *Play Activities for 12 to 24 Months*  
<http://www.zerotothree.org/child-development/grandparents/play-12-24-final.pdf>
- Online Resource: Grandparenting: *Play Activities for 24 to 36 Months*  
<http://www.zerotothree.org/child-development/grandparents/play-24-36-final.pdf>

**TEACHER NOTE #2:** In Activity #3 of the next lesson (Week 11, Lesson 1), students will need to identify those areas of the brain that they think are being activated by various best practices. In preparation for that activity, you may want to choose a best practice example yourself and identify the areas of the brain that are activated in preparation for leading this class discussion.

# Week 11, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Practices that Support Healthy Development

Class to be held in the Technology Lab



### OBJECTIVES

- Conduct a peer review of homework essays.
- Watch videos on the science of child development.
- Sketch out best practices for interactions with children at different ages.

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### MATERIALS

#### Activity #1:

- Student Work: Students should bring hard copies of their essays created for homework.
- Handout: Make two copies for each student.  
Audience Comment Page (attached to Week 9, Lesson 4)

#### Activity #2:

- Video: *InBrief: The Science of Early Childhood Development*  
[http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief\\_series/inbrief\\_science\\_of\\_ecd/](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_science_of_ecd/) (running time: 03:57)
- Video: *Experiences Build Brain Architecture*  
[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/brain\\_architecture/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/brain_architecture/) (running time: 01:57)
- Video: *Serve and Return Interaction Shapes Brain Circuitry*  
[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/serve\\_and\\_return/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/serve_and_return/) (running time: 01:43)
- Video: *Toxic Stress Derails Healthy Development*  
[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/toxic\\_stress/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/) (running time: 01:53)
- Video: *Infant and Early Childhood Mental Health*  
<http://www.zerotothree.org/child-development/early-childhood-mental-health/> (running time: 03:07)
- Online Resource:  
*Approaches to Psychology (Graphic only)* (attached to Week 9, Lesson 2)  
<http://www.simplypsychology.org/naturevsnurture.html>
- Handout: Make two copies for each student.  
Audience Comment Page (attached to Week 9, Lesson 4)

### HOMEWORK

**Teacher Note:** These links should have been emailed to students prior to class. However, they can also be sent to students while they are in the technology lab for this lesson.

- Handout (attached): Make one copy for each student.  
*Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence*  
<http://developingchild.harvard.edu/wp-content/uploads/2015/05/Enhancing-and-Practicing-Executive-Function-Skills-with-Children-from-Infancy-to-Adolescence-1.pdf>

- Online Resource: Grandparenting: *Play Activities for Birth to 12 Months*  
<http://www.zerotothree.org/child-development/grandparents/play-0-12-mths-final.pdf>
- Online Resource: Grandparenting: *Play Activities for 12-24 Months*  
<http://www.zerotothree.org/child-development/grandparents/play-12-24-final.pdf>
- Online Resource: Grandparenting: *Play Activities for 24-36 Months*  
<http://www.zerotothree.org/child-development/grandparents/play-24-36-final.pdf>

### ACTIVITY #1: Conduct a Peer Review of Homework Essays - 40 minutes

- Tell students they will now provide constructive feedback on each other's essays. They are to play the role of the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- Ask students: What kinds of things would happen when others are reading your work that would NOT make you feel happy and comfortable? Write what they say on the board.
- Put students into groups of three. You can choose to put students from the same group together so they can get feedback from each other about how each felt about putting the presentation together.
- Have students take out their homework essays.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the essays written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on others' work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left to begin.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments and ask questions of the evaluators as needed.
- Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.

**TEACHER PREPARATION:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts.

### ACTIVITY #2: Watch Videos on the Science of Child Development - 40 minutes

- Tell students they are going to watch a series of four videos that relate brain science to child development. This will lay the groundwork for thinking about activities for children of different ages that will support healthy development.



- But first, ask students:
    - What do we already know about brain science?
    - In the first eight weeks of Bridge Semester 1, we did research, wrote about, and presented on how we were going to use brain science to motivate ourselves to be successful in school. Remember?
    - What are the facts? List students' facts about brain science on the board.
  - Tell students they will need to take notes on more facts on how brains develop, with a different section of notes for each video. Videos include:
    - *In Brief: The Science of Early Childhood Development* (running time: 03:57)
    - *Experiences Build Brain Architecture* (running time: 01:57)
    - *Serve and Return Interaction Shapes Brain Circuitry* (running time: 01:43)
    - *Toxic Stress Derails Healthy Development* (running time: 01:53)
  - Play the four videos in succession, pausing after each video to:
    - Go round robin to have each student state a different fact while you note these on the board. Encourage students to write down facts they don't already have in their notes.
    - Ask: Where would you put this brain science on the nature vs. nurture spectrum?
  - For the fifth video (*Early Childhood Mental Health*), write the following questions on the board:
    - What is the procedure for doing the experiment in the video?
    - What are the results of the experiment?
    - What does this experiment tell us about healthy brain development?
    - Where would you put the results of this experiment on the nature vs. nurture spectrum?
  - Tell students to watch the video with these questions in mind.
  - Watch the video and discuss students' answers to the questions.
- 

### ACTIVITY #3: Sketch Out Best Practices for Interactions with Children at Different Ages - 40 minutes

- Put students into groups according to the age category they reported on in their presentations. They are going to take a look at what kinds of activities they think would be appropriate for children at each age:
    - 0-12 months
    - 12-24 months
    - 24-36 months.
  - Write the following questions on the board:
    - What are the types of interactions that you would recommend as best practices for early childhood education?
    - What kinds of best practices would you like to know more about in order to improve your interactions with small children?
  - Allow groups time to answer these questions.
  - Come back together as a class and have groups share their answers for children in different age groups.
  - In preparation for the homework, write the list of the different brain areas on the board.
  - Have a student describe one of the activities they recommended as a best practice
  - Have the student identify those brain areas they think are being activated by this activity.
  - Repeat this process until it is clear students understand what is required in the homework.
- 

### HOMEWORK

**READ:** Have all students read the introduction to *Enhancing and Practicing Executive Function Skills*. After the introduction, the article is divided into sections by age group. Assign each student one section to read.

After reading the article, students should:

- Choose three different activities from three different categories that they would want to do with children of this age. For example, for children 6-18 months, a student may choose the categories: lap games, hiding games, and role play. Within these categories, they may choose:
  - Lap games: Peekaboo; Trot trot to Boston; and Pat-a-Cake.
  - Hiding games: Hiding a toy; hiding a cloth; and hiding self.
  - Role play: Sweeping; dusting; and putting up toys.
- In the next lesson, students should be prepared to describe the activities they have chosen in detail and then explain how they think these activities improve brain development. To do this, they should identify which parts of the child's brain are being activated by the activity:
  - Visual
  - Auditory
  - Language
  - Emotion
  - Memory
  - Behavior Control
  - Motor Skills

**HOMEWORK PREPARATION ACTIVITY:**

- Write the list of the different brain areas on the board.
- Have a student describe one of the activities they recommended as a best practice
- Have the student identify those brain areas they think are being activated by this activity.
- Repeat this process until it is clear students understand what is required in the homework.

# Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence

## Introduction

Executive function and self-regulation skills provide critical supports for learning and development. Just as an air traffic control system at a busy airport manages the arrivals and departures of many aircraft on multiple runways, executive function skills allow us to retain and work with information in our brains, focus our attention, filter distractions, and switch mental gears. There are three basic dimensions of these skills:

- **Working memory** — The ability to hold information in mind and use it.
- **Inhibitory control** — The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- **Cognitive flexibility** — The capacity to switch gears and adjust to changing demands, priorities, or perspectives.

These skills help us remember the information we need to complete a task, filter distractions, resist inappropriate or nonproductive impulses, and sustain attention during a particular activity. We use them to set goals and plan ways to meet them, assess our progress along the way, and adjust the plan if necessary, while managing frustration so we don't act on it.

Although we aren't born with executive function skills, we are born with the potential to develop them. The process is a slow one that begins in infancy, continues into early adulthood, and is shaped by our experiences. Children build their skills through engagement in meaningful social interactions and enjoyable activities that draw on self-regulatory skills at increasingly demanding levels.

In infancy, interactions with adults help babies focus attention, build working memory, and manage reactions to stimulating experiences. Through creative play, games, and schoolwork, children practice integrating their attention, working memory, and self-control to support planning, flexible problem-solving, and sustained engagement. By high school, students are expected to organize their time (largely) independently, keep track of their assignments, and manage projects to completion.

As children develop these capacities, they need practice reflecting on their experiences, talking about what they are doing and why, monitoring their actions, considering possible next steps, and evaluating the effectiveness of their decisions. Adults play a critical role in supporting, or “scaffolding,” the development of these skills, first by helping children complete challenging tasks, and then by gradually stepping back to let children manage the process independently—and learn from their mistakes—as they are ready and able to do so.

The activities that follow have been identified as age-appropriate ways to strengthen various components of executive function. Although scientific studies have not yet proven the effectiveness of all these suggestions, their presence here reflects the judgment of experts in the field about activities that allow

children to practice their executive function skills. Practice leads to improvement. These activities are not the only ones that may help; rather, they represent a sample of the many things children enjoy that can support healthy development.

Finally, please note that when websites and products are referenced in these activity suggestions, it is because they are helpful resources or examples. Their inclusion does not imply endorsement, nor does it imply that they are the only, or necessarily the best, resources.

For more resources on executive function from the Center on the Developing Child, please go to: [developingchild.harvard.edu](http://developingchild.harvard.edu)

### Acknowledgements

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## Executive Function Activities for 6- to 18-month-olds

These activities encourage infants to focus attention, use working memory, and practice basic self-control skills. During this stage of development, infants are actively developing their core executive function and self-regulation (EF/SR) skills. Supportive, responsive interactions with adults are the foundation for the healthy development of these skills. However, particular activities can strengthen key components of EF/SR.

In using these activities, adults should attend to the infant's interests and select activities that are enjoyable, while also allowing the infant to determine how long to play.

### Lap games for younger infants

Generations of families have engaged babies in games while holding them in the lap. Different games practice different skills, but all are predictable and include some basic rules that guide adult and child behavior. Repetition helps infants remember and manage their own behavior to fit the game's rules.

- **Peekaboo** — Hide-and-find games like this exercise working memory, because they challenge the baby to remember who is hiding, and they also practice basic self-control skills as, in some variations, the baby waits for the adult to reveal him or herself. In other versions, the baby controls the timing of the reveal; this provides important practice regulating the tension around an expected surprise.
- **Trot, Trot to Boston; This is the Way the Farmer Rides; Pat-a-Cake** — Predictable rhymes that end with a stimulating yet expected surprise are well-loved. Infants exercise working memory as they develop familiarity with the rhyme and practice anticipating a surprise, inhibiting their anticipatory reactions while managing high levels of stimulation.

### Hiding games

Hiding games are a great way to challenge working memory.

- **Hide a toy under a cloth** and encourage the infant to look for it. Once infants can find the toy quickly, hide it, show the child that you have moved it, and encourage the child to find it. Make more moves to increase the challenge. As the child remembers what was there and mentally tracks the move, he or she exercises working memory.
- **Older infants may enjoy hiding themselves** and listening to you search loudly for them while they track your location mentally.
- **You can also hide an object** without showing an older infant where it is and then allow the infant to search for it. He or she will practice keeping track of searched locations.
- **Another challenging version** of these games involves putting a set of cups on a turntable (or "lazy Susan"), hiding an object under a cup, then spinning the turntable. Hiding more than one object can also increase the challenge.

### Imitation or copying games

Infants love to copy adults. When they imitate, they have to keep track of your actions, remember them, wait their turn, and then recall what you did. In doing so, they practice attention, working memory, and self-control.

- **These games have a variety of forms**, from taking turns making simple gestures (e.g., waving) to organizing toys in certain ways and asking children to copy you (e.g., placing toy animals in a barnyard) or building simple buildings by putting one block on top of another and perhaps knocking them down to rebuild.
- **As infants' skills improve**, make the patterns they copy more complicated.

- **Adults can also demonstrate** ways to play with toys, like making a toy horse gallop or rocking a baby doll. This introduces the concept of using toys as symbols for real objects.

### Simple role play

Older children in this age range enjoy doing the tasks they see you do.

- **Take turns with any activity** that interests the child, such as sweeping the floor, picking up toys, dusting, etc. These games introduce the basics of imaginary play and practice working memory, self-control, and selective attention, because the toddler must hold the activity in mind to complete it while avoiding distractions and inhibiting the impulse to do other things.
- **Children can remember and play out** more complicated roles as they get older. They will also begin to initiate activities. Providing the necessary materials (e.g., a broom, a toy box, a dustcloth) can help children enjoy and sustain this type of play.

### Fingerplays

Songs or chants with simple hand motions are a lot of fun for infants, and develop self-control and working memory as well as language. Infants can learn to copy the movements to a song and, with practice, will remember the sequence. *Eensy Weensy Spider*; *Where is Thumb-kin?*; and *Open, Shut Them* are examples, but these fingerplays can be found in many languages and cultures.

### Conversations

Simply talking with an infant is a wonderful way to build attention, working memory, and self-control.

- **With younger infants**, start by following the infant's attention and naming aloud the things holding his or her attention. The infant will likely maintain his or her attention a little longer, practicing actively focusing and sustaining attention.
- **As infants get older**, pointing out and talking about interesting objects or events can help them learn to focus their attention on something the adult has identified. As babies learn language, they also develop their memory of what is said, eventually mapping words to objects and actions.
- **Conversations in any language** besides English are also helpful. It has been found that bilingual children of many ages have better executive function skills than monolingual children, so experience using an additional language is an important skill.

### Resources

#### Songs and games

[www.piercecountylibrary.org/files/library/wiggleticklesall.pdf](http://www.piercecountylibrary.org/files/library/wiggleticklesall.pdf)

[www.turben.com/media-library/8702756\\_infanttoddlerplaybook.pdf](http://www.turben.com/media-library/8702756_infanttoddlerplaybook.pdf)

[www.zerotothree.org/child-development/grandparents/play-0-12-mths-final.pdf](http://www.zerotothree.org/child-development/grandparents/play-0-12-mths-final.pdf)

## Executive Function Activities for 18- to 36-month-olds

During this stage of development, children are rapidly expanding their language skills. Language plays an important role in the development of executive function and self-regulation (EF/SR), as it helps children identify their thoughts and actions, reflect on them, and make plans that they hold in mind and use. Language also helps children understand and follow increasingly complex rules—both those that regulate behavior and those that apply to simple games. Additionally, bilingualism is associated with better EF/SR, so parents who are fluent in more than one language should use those languages with their children.

### Active games

At this age, toddlers are actively developing many important physical skills, and they love physical challenges. The following activities require toddlers to focus and sustain their attention on a goal, inhibit unnecessary and in-effective actions, and try things in new ways if a first attempt fails. They may not always succeed, but the practice is very important. This is a learning process. Many of these activities will require frequent reminders from adult organizers, and they may not last very long!

- **Provide many materials and opportunities** to try new skills, such as throwing and catching balls, walking a balance beam, running up and down an incline, jumping, etc. Set up simple rules to follow for added working memory and inhibition challenges—for example, take turns running to a “finish line” and back.
- **Older toddlers can enjoy simple imitation games**, such as *Follow the Leader*, or song games like *Punchinella* or *Follow, Follow* (“Follow, follow, follow [child’s name], follow, follow, follow [child’s name]”—all children imitate [child]). These are great tests of working memory as well as attention and inhibition.
- **Games that require active inhibition** can be fun, too, like *freeze dance (musical statues)*, although don’t expect children to “freeze” without a few reminders. Also effective are song games that require children to start and stop, or slow down and speed up, such as *Jack in the Box*; *Popcorn*; *Ring Around the Rosie*; or *Motorboat, Motorboat*.
- **Song games with many movements** are also fun. Examples include *The Hokey Pokey*; *Teddy Bear*; *I’m a Little Teapot*; or *Head, Shoulders, Knees, and Toes*. These require children to attend to the song’s words and hold them in working memory, using the song to guide their actions.
- **Fingerplays, or songs and rhymes with hand gestures** to match, continue to be popular with children this age, similarly challenging children’s attention, working memory, and inhibitory control.

### Conversation and storytelling

As children develop more spoken language skills, they can begin to engage actively in conversation with adults and tell simple stories.

- **Simply watching and narrating their play** can be a great way to help very young children understand how language can describe their actions. As children get older, questions can be added, such as “What will you do next?” or “I see you want to put the ball inside the jar. Is there another way to do that?” These comments help children pause to reflect on what they are trying to do, how what they have tried has worked, and how to plan their next move.
- **Telling stories about shared events** can be a great way to reflect on these experiences. The experience must be held in working memory while the child considers the order in which things happened, why things happened the way they did, and what the experience meant. These stories can also be written or drawn into simple books and revisited.
- **Talking about feelings** is also important, either by labeling children’s feelings as they are noticed (“It looks like you are really angry right now”) or by telling the story of a time a child became upset. By

giving children language to reflect on their feelings, these conversations can support the development of emotional regulation, which is essential for engaging executive function.

### Matching/sorting games

Children this age are able to play simple matching and sorting games, which require children to understand the rule that organizes the activity (sorting by shape, color, size, etc.), hold the rule in mind, and follow it.

- [Ask children to play a sorting game](#) in which you take turns sorting objects by size, shape, or color.
- [Engage older toddlers in a silly sorting game](#), such as putting small shapes in a big bucket and big shapes in a small bucket.

Children tend to put like with like, so a change is challenging, requiring them to inhibit the expected action and engage their selective attention and working memory.

- [As they get older, toddlers also start to enjoy simple puzzles](#), which require attention to shapes and colors. Adults can ask children to think about what shape or color they need, where they might put a certain piece, or where they might put the piece if it doesn't fit, thereby exercising the child's reflection and planning skills.

### Imaginary play

Toddlers are beginning to develop the capacity for simple imaginary play. Often, toddlers imitate adult actions using objects that they have available (such as sweeping with a broom or pretending to cook with a pot). When they reach this age, these actions are not simply imitative, but can be sustained and show signs of simple imaginary play plots. For example, after "cooking" in the pot, the child will put the pot on the table and pretend to eat.

- [Ask children questions](#) about what they are doing. Narrate the things you see happening.
- [Play along with the child](#), and let the child direct the play. Give the child a chance to tell you what role you should play and how you should do it. Regulating the behavior of others is an important way that children develop their own self-regulation skills.
- [Provide a variety](#) of familiar household objects, toys, and clothing items to encourage children's imaginary play.

### Resources

#### Music

[fun.familyeducation.com/toddler/music/37371.html](http://fun.familyeducation.com/toddler/music/37371.html)

#### Other activities

[www.zerotothree.org/child-development/grandparents/play-12-24-final.pdf](http://www.zerotothree.org/child-development/grandparents/play-12-24-final.pdf)

[www.zerotothree.org/child-development/grandparents/play-24-36-final.pdf](http://www.zerotothree.org/child-development/grandparents/play-24-36-final.pdf)

#### Pretend play suggestions

[www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-playing-with-household-items.pdf](http://www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-playing-with-household-items.pdf)



## Executive Function Activities for 3- to 5-year-olds

Children’s executive function and self-regulation skills grow at a fast pace during this period, so it is important to adapt activities to match the skills of each child. Younger children need a lot of support in learning rules and structures, while older children can be more independent. Ultimately, the goal is to shift children away from relying on adult regulation, so when the child seems ready, try to reduce the support you provide.

### Imaginary play

During intentional imaginary play, children develop rules to guide their actions in playing roles. They also hold complex ideas in mind and shape their actions to follow these rules, inhibiting impulses or actions that don’t fit the “role.” Players often take ideas from their own lives, such as going to the doctor’s office. They might act “sick,” be examined by the doctor, and receive a shot. The “doctor” talks and acts like a doctor (calm and reassuring), the “sick child” talks and acts like a sick child (sad and scared), and the child in the role of “parent” talks and acts like a concerned parent (worried and caring). While younger children tend to play alone or in parallel, children in this age range are learning to play cooperatively and often regulate each other’s behavior—an important step in developing self-regulation.

Ways to support high-level imaginary play:

- **Read books, go on field trips, and use videos** to make sure that children know enough about the scenario and roles to support pretend play.
- **Provide a varied set of props and toys** to encourage this type of play. Younger preschoolers may need more realistic props to get the play started (e.g., toy medical kits), while older children can re-purpose other things to turn them into play props (e.g., paper towel tube that is used as a cast for a “broken arm”). Reusing familiar objects in a new way also practices cognitive flexibility.
- **Allow children to make their own play props.** Children must determine what is needed, hold this information in mind, and then follow through without getting distracted. They also exercise selective attention, working memory, and planning. If the original plans don’t work out, children need to adjust their ideas and try again, challenging their cognitive flexibility.
- **Play plans can be a good way to organize play,** as shown by one early education program designed to build self-regulation, Tools of the Mind. Children decide who they are going to be and what they are going to do before they start playing, and then draw their plan on paper. Planning means that children think first and then act, thus practicing inhibitory control. Planning play in a group also encourages children to plan together, hold these plans in mind, and apply them during the activity. It encourages social problem solving, as well as oral language.

### Storytelling

Children love to tell stories. Their early stories tend to be a series of events, each one related to the one before, but lacking any larger structure. With practice, children develop more complex and organized plots. As the complexity of the storytelling grows, children practice holding and manipulating information in working memory.

Ways to support children’s storytelling:

- **Encourage children to tell you stories,** and write them down to read with the child. Children can also make pictures and create their own books. Revisiting the story, either by reviewing pictures or words, supports more intentional organization and greater elaboration.

- **Tell group stories.** One child starts the story, and each person in the group adds something to it. Children need to pay attention to each other, reflect on possible plot twists, and tailor their additions to fit the plot, thereby challenging their attention, working memory, and self-control.
- **Have children act out stories** they have written. The story provides a structure that guides children's actions and requires them to attend to the story and follow it, while inhibiting their impulse to create a new plot.
- **Bilingual families can tell stories in their home language.** Research indicates that bilingualism can benefit a variety of executive function skills in children of all ages, so fostering fluency in a second language is valuable.

### Movement challenges:

#### songs and games

The demands of songs and movement games support executive function because children have to move to a specific rhythm and synchronize words to actions and the music. All of these tasks contribute to inhibitory control and working memory. It is important that these songs and games become increasingly complex to interest and challenge children as they develop more self-regulation skills.

- **Provide many opportunities** for children to test themselves physically through access to materials such as climbing structures, balance beams, seesaws, etc. Setting challenges for children—such as obstacle courses and games that encourage complex motions (skipping, balancing, etc.)—can also be fun. When children are trying new and difficult activities, they need to focus attention, monitor and adjust their actions, and persist to achieve a goal.
- **Encourage attention control through quieter activities** that require children to reduce stimulation and focus attention—such as using a balance beam or yoga poses that include slow breathing.
- **Play some music** and have children dance really fast, then really slowly. *Freeze dance* is also fun, and it can be made more difficult by asking children to freeze in particular positions. (Tools of the Mind uses stick-figure pictures to direct children.) When the music stops, children must inhibit action and shift their attention to the picture to imitate the shape depicted.
- **Songs that repeat and add on** to earlier sections (either through words or motions) are a great challenge to working memory, such as the motions to *She'll Be Coming 'Round the Mountain*, the words to *Bought Me a Cat*, and backward-counting songs, such as *Five Green and Speckled Frogs* and songs repeating a long list (the *Alphabet Song*).
- **Traditional song games**, like *Circle 'Round the Zero* are also fun. Complex actions, including finding partners, must be accomplished without becoming distracted.

#### Quiet games and other activities

- **Matching and sorting activities** are still fun, but now children can be asked to sort by different rules, promoting cognitive flexibility. Children can first sort or match by one rule (such as by color), and then immediately switch to a new rule (such as by shape). For a more challenging version, play a matching game, but change the rule for each pair. *Quirkle* and *S'Match* are commercially available games that challenge cognitive flexibility in this way. Or play a bingo or lotto game, in which children have to mark a card with the opposite of what is called out by the leader (e.g., for “day,” putting a chip on a nighttime picture). Children have to inhibit the tendency to mark the picture that matches, while also remembering the game's rule.
- **Increasingly complicated puzzles** can engage children this age, exercising their visual working memory and planning skills.
- **Cooking is also a lot of fun** for young children. They practice inhibition when waiting for instructions, working memory while holding complicated directions in mind, and focused attention when measuring and counting.

### Resources

#### Pretend play suggestions

[www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-4-year-old-independent-play.pdf](http://www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-4-year-old-independent-play.pdf)

#### Montessori activities – Walking on the line

[www.infomontessori.com/practical-life/control-of-movement-walking-on-the-line.htm](http://www.infomontessori.com/practical-life/control-of-movement-walking-on-the-line.htm)

#### Songs

[kids.niehs.nih.gov/games/songs/childrens/index.htm](http://kids.niehs.nih.gov/games/songs/childrens/index.htm)

[developingchild.harvard.edu](http://developingchild.harvard.edu) 7

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## Week 11, Lesson 2

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Practices that Support Healthy Development

#### OBJECTIVES

- Present homework activities.
- Watch High Scope Web Clips and relate the activities to brain development.

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#### MATERIALS

##### Activity #1:

- Classroom Resource: Flip chart paper and markers.

##### Activity #2:

- Videos: *High Scope Web Clips*  
<http://www.highscope.org/Content.asp?ContentId=381> (running times vary)

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#### ACTIVITY #1: Present Chosen Activities for Different Aged Children as They Relate to Brain Development – 40 minutes

- Tell students they are going to continue to work in groups to present the most interesting activities they chose and analyzed for homework.
- Write the following instructions on the board:
  - Describe the activity you have chosen.
  - Relate the different parts of the activity to the different areas that are being activated in a child's brain:
    - Visual
    - Auditory
    - Language
    - Emotion
    - Memory
    - Behavior Control
    - Motor Skills
- Put students in their groups and have:
  - Each member describe at least one activity they wrote about and explain how the activity helps activate and connect different brain circuitry.
  - The group as a whole choose two activities that it wants to present.
  - The group decide how it wants to present these activities. Be creative! Get the whole group involved!
  - The group use flip chart paper and markers as needed.
- Have the groups give their presentations, starting with 6-18 months, 18-24 months, and 3-5 years.
- After the presentations ask:
  - Do any of these activities seem to build on each other from age group to age group?
  - What are some differences in the activities chosen?
  - What are some similarities?

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## ACTIVITY #2: Watch High Scope Web Clips and Relate the Activities to Brain Development – 80 minutes

- Tell students they are now going to watch video clips from a group called High Scope. These videos will demonstrate what this group thinks are the best approaches to helping children develop a range of healthy skills in a day care or preschool setting.
- Make sure the following is still on the board:
  - Describe the activity you have chosen.
  - Relate the different parts of the activity to the different areas that are being activated in a child's brain. What brain functions are being addressed by this activity?
    - Visual
    - Auditory
    - Emotion
    - Language
    - Memory
    - Behavior Control
    - Motor Skills
- Project the *High Scope Web Clips* page overhead.
- Point out the list of categories on the right-hand side of the page.
- Ask:
  - How many of you are interested in looking at *High Scope* activities for preschoolers? How many for infants and toddlers? (Allow students to choose either area, regardless of what age groups they have been working in).
  - Ask: Which category do we want to look at first? Click on the category students choose. Although the page may appear not to change, a list will appear below the video window so that you can scroll down and have students choose a video. Running times are listed next to the links.
  - Ask: Which of these should we view? Click on the chosen video clip.
  - Watch the video.
  - Respond to the prompts on the board to describe the activity and relate it to brain activity.
  - Choose another video clip to analyze if you think students need more practice.
- Tell students they should watch the videos they want to in either the preschool or the infants and toddlers categories and then choose two they want to work on further. For these two videos, they should:
  - Take notes on the activity
  - Take notes on how the different parts of the activity relate to activation of different parts of the brain.
  - Use their notes as the basis of their writing homework.
- At the end of the class, ask:
  - How different are you finding these activities compared to the one-on-one activities you analyzed for homework?
  - What new ideas are you getting about how children develop from these videos?
  - What similarities are you seeing in the activities you have watched?

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## HOMEWORK

**WRITE:** Have students write up the two videos chosen during Activity #2 in class using these prompts:

- Describe the activity you have chosen.
- Relate the different parts of the activity to the different areas that are being activated in a child's

brain:

- Visual
- Auditory
- Language
- Emotion
- Memory
- Behavior Control
- Motor Skills

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# Week 11, Lesson 3

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Practices that Support Healthy Development

Class to be held in the Technology Lab



### OBJECTIVES

- To have groups report on *High Scope* activities.
- To have new groups create assignments for research related to *Conscious Discipline* practices.
- Take notes on a video.

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### MATERIALS

#### Activity #2:

- Video: *Daniel Siegel Hand Model*  
<https://www.youtube.com/watch?v=qFTljLo1bK8> (running time: 02:30)
- Video: *How to Represent The Brain With Your Hand* (click on #4 in the Chapter listing)  
<http://consciousdiscipline.com/bookstudy/chapter-2.asp> (running time: 02:58)
- Videos: *Conscious Discipline*  
<http://consciousdiscipline.com/bookstudy/> (running times vary)
- Handout (attached): Make one copy for each student:  
*Executive Skills*
- Handout (attached): Make one copy for each student.  
*Developmental Order of Executive Skills*
- Handout (attached): Make one copy for each student.  
*Conscious Discipline Book Study Guide*

#### HOMEWORK

- Online Resource: *Center on the Social and Emotional Foundations for Early Learning: Family Tools*  
<http://csefel.vanderbilt.edu/resources/family.html>

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### ACTIVITY #1: Groups Report on High Scope Activities – 40 minutes

- Tell students the class is interested in hearing about activities in all the videos, some of which they didn't get to watch; so groups need to report out on their findings from watching the videos.
- Ask:
  - Which students looked at infants and toddlers videos?
  - Create groups of three or four from the students that raise their hand.
  - Repeat for those students that looked into preschooler practices.
- Have groups:
  - Pre-read their descriptions of the activities to get ready to read aloud.
  - Read their descriptions of their activities aloud to each other.
  - Present how they related the different parts of the activity to the different areas that are being activated in a child's brain.
  - Have group members ask questions to better understand the descriptions and the analysis.

- As a group, choose one activity and prepare to report on the activities and how it relates to the child's brain development.
    - Make the presentation interesting! Get all group members involved!
  - Have students present their activities and analyses.
  - After each presentation, ask:
    - What are your questions for the presenters?
    - Is this a practice you would want to adopt in a day care or preschool setting? Why?
- 

## ACTIVITY #2: New Groups Create Assignments Related to Conscious Discipline Practices – 40 minute.

- Tell students they are now going to look into day care and preschool practices that support social and emotional learning for infants and toddlers and preschool children. They are going have to go back to what they learned from the Conscious Discipline website in the first eight weeks of Bridge Semester 1 as the backdrop to what they will be learning about classroom best-practices in the next eight weeks. For those that did not take the first eight weeks of the course, do a short review and have students who are continuing in the class help explain the basic principles of what they learned.
- Write the following summary of what was learned on the board:
  - Brain Stem (fight, flight, or freeze)
    - Key question for those using this behavior: Am I safe?
  - Limbic System (learned emotional reactions)
    - Key question for those using this behavior: Am I loved?
  - Pre-Frontal Lobes (center for executive skills and self-regulation.)
    - Key question for those using this behavior: How can I solve this problem?
- Ask: What do you remember from the first eight weeks of Bridge Semester 1 about these three brain areas?
  - Write facts they offer on the board.
  - For the brain stem and limbic systems on the board, ask:
    - What kind of behavior is associated with this brain area?
    - How does it make sense that this is the question a child in this state is asking?
    - What do you think are some of the methods a parent or caregiver would need to use to move the child from this state to the pre-frontal lobes?
  - For the pre-frontal lobes, ask:
    - For those of you who were in Bridge 1, what are the executive skills that you remember?
    - Write what students remember on the board.
- Pass out the “Executive Skills” sheet with definitions and go round robin and have student read the executive skills aloud. Ask:
  - Which of these skills do they think very small children can develop?
- Pass out the “Developmental Order of Executive Skills” sheet. Ask:
  - Any surprises? Which executive skills did we identify and which did we leave out?
  - How does this developmental order of skills make sense based on what you know of early child development so far?
- Ask:
  - Do you remember from earlier lessons how you can make a brain with your hand?
    - Play the *Daniel Siegel Hand Model* and *Conscious Discipline* videos to get everyone remembering how the three basic parts of the brain work together.
  - Ask a few students to explain how you can make a brain with your hand. Ask:
    - What are social emotional skills?
    - Why are social emotional skills so important for learning?




- How did we apply social emotional learning to ourselves in the first eight weeks of this class?
- Tell students they will look at classroom practices from the *Conscious Discipline* website that can help children feel safe if they are showing brain stem type behaviors or feel loved if they are showing limbic system type behaviors. These kinds of activities are designed to shift children from these behaviors to the pre-frontal lobes where they can be calm and focused and try to solve the problems they are having.
- Project the *Conscious Discipline Book Study* webpage and ask:
  - What do the different pictures of the brain indicate?
    - What parts of the brain are featured in the Introduction? Why do you think they are all colored in?
    - What parts of the brain are featured in Section 1: Safety?
      - This means Chapters 4 and 5 are going to feature classroom activities that help children feel safe.
    - What parts of the brain are featured in Section 2: Connection?
      - This means that Chapters 6-8 are going to feature classroom activities that help children feel connected or loved.
    - What parts of the brain are featured in Section 3: Problem-Solving?
      - This means that Chapters 9-10 are going to feature activities that help children use their executive function skills.








**Teacher Note:** In response to the first question above on what the pictures indicate. The top picture shows the four sections of the brain in various colors.

The second picture down highlights the brain stem in red.


The third picture down highlights the limbic system in blue.

The fourth picture down highlights the pre-frontal lobes in green.

- Pass out the *Conscious Discipline Book Study Guide* (attached).
- Tell students that the *Conscious Discipline* website has lots of videos related to early childhood, preschool, elementary, and middle school. This guide will help them quickly find the videos relevant to this class. It aligns the parts of each chapter with the videos that apply the ideas in the chapter to activities for infants and toddlers and Pre-K students.
- Test students on how well they understand the guide by asking a variety of questions using the following:
  - In chapter 5, what is the name of ? (Answer: Children Using Their Assertive Voices.)
  - In chapter 4, , how many videos are there on infants and toddlers and Pre-K activities? (Answer: 5.)
  - What's the name of the video you can watch in chapter 5, ? (Answer: Help Needed In Special Needs Pre-K Snack Routine.)

- What are the questions associated with chapter 4? Chapter 5? Chapter 6? Chapter 7? Chapter 10?
- Why do you think not all the chapters are on this list? (Answer: Because not all of the skills apply to infants and toddlers or Pre-K children.)
- Tell students they are going to create five groups, one for each chapter on the *Book Study Guide*. Have students count off by five. Assign each group a different chapter. If your classroom is small, but you have at least five people, assign individual students to the different chapters. Depending on the number of students in a small class, you may have some individual students looking at some chapters and pairs or small groups looking at others.
- Explain that each group member, however, is going to do their own work on their own computer today and will work together next class after their research on the site is completed.
- Have each student click on the chapter assigned, select  and watch the video. This one is longer video that looks at the idea for the whole chapter. Students will look at this video during class today, take notes, and write a summary of the video for homework.
- Tell students that in the next class, they will watch at least five videos and answer the question on the *Book Study Guide* for their chapter. More will be explained about this later.
- Now for a tour of the Conscious Discipline site:
  - Click on Chapter 4: Composure in the “Book Study Portal” menu on the left.
  - Click on “ Power of Perception”. Show students that this is where the video they will be watching today is, if they were assigned to chapter 4. If students were assigned other chapters, the video they will be watching in class is:
    - For chapter 4, this is “ The Power of Perception” video.
    - For chapter 5, this is “ The Power of Attention” video.
    - For chapter 6, this is “ The Power of Unity” video.
    - For chapter 7, this is “ The Power of Free Will” video.
    - For chapter 10, this is “ The Power of Intention” video.

### ACTIVITY #3: Students Watch An Opening Video – 40 minutes.

- Tell students they are to go on-line and watch part  of the video for the chapter they were assigned. They are to take notes on the video so that they can write a full summary for homework. Students are to make sure they also:
  - Write down at least two quotes that the presenter says. These quotes should be things the presenter says that help them understand the concepts she is talking about.
  - Take notes on the examples she gives so you can fully explain these concepts to other students who have not watched this video.
  - Also, the summary they put together for homework will be the first part of their writing assignment, so getting this right now will help later.
- If students have extra time after watching and taking notes on the video, they can start writing their summaries.
- At the end of class, have students review and choose an article they want to read for homework from *Center on the Social and Emotional Foundations for Early Learning: Family Tools - Readings*: <http://csefel.vanderbilt.edu/resources/family.html> Make sure to give students who don't have computers at home time to choose the article they want to read and print it out.

### HOMEWORK

**WRITE:** Have students write a full summary of the video they watched. Tell them to make sure their summary:

- Uses at least one quote to get the concepts across.
- Provides clear examples to explain the concept.

**READ:** Have students read the article they have chosen from *Center on the Social and Emotional Foundations for Early Learning: Family Tools and:*

- Underline those parts of the article that really help you understand the topic.
- Choose examples that make the ideas in the article clear.
- Review the article and take notes on what you want to present to students who haven't read the article in the next class.
- What do you think they would want to understand that would improve their interactions with children?

**TEACHER PREPARATION:** Make copies of the criteria for a good summary created in Week 10, Lesson 2, Activity #1 to pass out to students and use in the next lesson

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## EXECUTIVE SKILLS

Source: <http://consciousdiscipline.com/bookstudy/chapter-2.asp>

### Attention:

- The ability to sustain attention in spite of distractibility, boredom or fatigue.

### Time Management:

- The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. A sense that time is important.

### Organization:

- The ability to create and maintain systems to keep track of information or materials.

### Prioritization:

- The ability to see what is most important and make a plan to accomplish it.

### Working Memory:

- The ability to hold information in memory while performing complex tasks, and the ability to draw on past learning or experiences to apply to the situation at hand or project into the future.

### Impulse Control:

- The capacity to think before you act, allowing you to evaluate a situation and how your behavior might impact it.

### Flexibility:

- The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. Adapting to changing conditions.

### Empathy:

- Understand what others feel and see from another's point of view.

### Metacognition:

- The ability to step back and take a bird's eye view of yourself in a situation. To observe yourself (reflect and witness), self-monitor and self-evaluate.

### Goal Achievement:

- The capacity to set a goal and follow through to completion.

### Task Initiation:

- The ability to begin projects without undue procrastination, in an efficient and timely fashion.

### Emotional Control:

- The ability to manage emotions.

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## DEVELOPMENTAL ORDER OF EXECUTIVE SKILLS

Source: [Consciousdiscipline.com](http://consciousdiscipline.com): Book Study, Chapter 2, Part 2

The following chart shows the approximate times when different executive skills begin their developmental journey.



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### CONSCIOUS DISCIPLINE BOOK STUDY GUIDE

| Chapter                             | Title of Chapter Part                       | Video Titles related to Infants, Toddlers, and Pre-K aged children  | Chapter Questions                                |
|-------------------------------------|---|---|--|
| <b>Chapter 4:<br/>Composure</b>     | ★ 1 The Power of Perception                 | • The Power of Perception – Dr. Becky Bailey  | How do these activities make children feel safe? |
|                                     | ★ 2 Oops! In Practice                       | • Oops in Practice in Pre-K   |  |
|                                     | ★ 5 Downloading Calms                       | • Special Needs Child Practices Downloading into Baby Doll<br>• Teacher Shares Process of Downloading Calm Into Children  |  |
|                                     | ★ 7 Children Practicing the I Can Calm Book | • I Can Calm Book! Teach Composure and Increase Literacy<br>• Teaching Breathing Techniques During Group Time   |  |
|                                     | ★ 9 Belly Breathing Activities              | • Breathing – STAR Breathing in Pre-K Special Needs<br>• Breathing – Circle in Pre-K<br>• Safe Place – Young Girl Uses Safe Place Mat to Drain Breathe  |  |
|                                     | ★ 10 Greeting and Connecting Activities     | 5 videos<br>• Bat Greeting in Pre-K<br>• Teacher Greets Special Needs Pre-K Children<br>• Bus Driver Greets Children in Elementary School<br>• I Love You Rituals – at Changing Table<br>• I Love You Rituals – Pre-K Special Needs Teacher Explains I Love You Rituals |  |
| <b>Chapter 5:<br/>Assertiveness</b> | ★ 1 The Power of Attention                  | The Power of Attention – Dr. Becky Bailey   | How do these activities make children feel safe? |
|                                     | ★ 2 Noticing                                | • Describing and Noticing A Child During Play<br>• Noticing and Safety Language in Pre-K Circle Time<br>• Noticing While Two Children Play Together   |  |
|                                     | ★ 3 Activity to Notice Instead of Judge     | • Noticing and Choice With Babies   |  |
|                                     | ★ 6 Children Using Their Assertive Voices   | • Conflict – Did You Like It Coaching<br>• Conflict Resolution in Bi-Lingual Pre-K Center<br>• Conflict –What's He Telling you<br>• Time Machine – Conflict Resolution in Special Needs Pre-K   |  |
|                                     | ★ 7 Seeing a Child's Need                   | • Help Needed in Special Needs Pre-K Snack Routine  |  |

| Chapter                         | Title of Chapter Part  | Video Titles related to Infants, Toddlers, and Pre-K aged children   | Chapter Questions   |
|---------------------------------|--|--|---|
| <b>Chapter 6: Encouragement</b> | ★ 1 The Power of Unity   | The Power of Unity – Dr. Becky Bailey  | How do these activities make children feel loved?                     |
|                                 | ★ 5 Teachers Encouraging Students                                  | <ul style="list-style-type: none"> <li>Special Needs Pre-K Sing Kind and Helpful Song</li> <li>Kindergarten Focusing on Helpful Acts During Beginning of Year</li> </ul>   |   |
|                                 | ★ 12 How to Use Jobs   | <ul style="list-style-type: none"> <li>Jobs – Lunch Job for Toddlers</li> <li>Jobs – STAR Person Job Pre-K ESE</li> <li>Jobs – Soap Squirter Job for Young Boy</li> </ul>  |   |
| <b>Chapter 7: Choices</b>       | ★ 1 The Power of Free Will   | The Power of Free Will – Dr. Becky Bailey  | How do these activities make children feel loved?                     |
|                                 | ★ 2 Brain Breaks   | <ul style="list-style-type: none"> <li>Brain Smart Paper Plates Activity in Special Needs Pre-K</li> <li>Group Peter Peter Pumpkin Eater Brain Smart Activity</li> </ul>   |   |
|                                 | ★ 3 Activity to Create Positive Choices                            | <ul style="list-style-type: none"> <li>Adult Offers Toddler Two Choices During Play</li> <li>Special needs Child Needs Help With Choices</li> <li>Teacher Gives Two Choices During Small Group Time</li> <li>Choices With Babies and Noticing – One Child Chooses to Pass</li> </ul> |   |
| <b>Chapter 10: Consequences</b> | ★ 1 The Power of Intention   | The Power of Intention – Dr. Becky Bailey  | How do these activities strengthen children's problem solving skills? |
|                                 | ★ 4 Executive Skills Lending Library                               |  |   |
|                                 | <ul style="list-style-type: none"> <li>Attention</li> </ul>        | <ul style="list-style-type: none"> <li>Describing and Noticing A Child During Play</li> <li>Attention and Focus During Baby Doll Circle Time</li> </ul>  |   |
|                                 | <ul style="list-style-type: none"> <li>Time Management</li> </ul>  | <ul style="list-style-type: none"> <li>Young girls Shows Her Daily Schedule</li> <li>Individual Schedule for Pre-K Child</li> </ul>  |   |
|                                 | <ul style="list-style-type: none"> <li>Prioritization</li> </ul>   | <ul style="list-style-type: none"> <li>Simple Daily Schedule for Pre-K Child</li> </ul>  |   |
|                                 | <ul style="list-style-type: none"> <li>Working Memory</li> </ul>   | <ul style="list-style-type: none"> <li>Working Memory Knocking Practice for Toddler</li> </ul>   |   |
|                                 | <ul style="list-style-type: none"> <li>Impulse Control</li> </ul>  | <ul style="list-style-type: none"> <li>Baby Doll Circle Time Impulse Control</li> <li>Girl Learns to Breathe Deeply With Pinwheel</li> </ul>   |   |
|                                 | <ul style="list-style-type: none"> <li>Goal Persistence</li> </ul> | <ul style="list-style-type: none"> <li>Group Celebration in Pre-K with Cheerleader</li> </ul>  |   |
|                                 | <ul style="list-style-type: none"> <li>Task Initiation</li> </ul>  | <ul style="list-style-type: none"> <li>Clean Up Transition Signal For Task Initiation</li> </ul>   |   |
|                                 | ★ 12 Conflict Resolution Time Machine                              | <ul style="list-style-type: none"> <li>Time Machine – With Younger Children</li> </ul>   |   |

# Week 11, Lesson 4

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Practices that Support Healthy Development

#### OBJECTIVES

- Share homework summaries.
  - Watch *Conscious Discipline* videos.
  - Prepare notes for an essay.
- 

#### MATERIALS

##### Activity #1:

- Student Work: Students should bring hard copies of the summaries they wrote for homework.
- Handout: Make one copy for each student.  
Criteria for a good summary created in Week 10, Lesson 2, Activity #1.
- Handout: Make two copies for each student.  
*Audience Comment Page* (attached to Week 9, Lesson 4)

##### Activity #2:

- Videos: *Conscious Discipline*  
<http://consciousdiscipline.com/bookstudy/> (running times vary)
  - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Conscious Discipline Book Study Guide* (attached to Week 11, Lesson 3)
- 

#### ACTIVITY #1: Share Homework Summaries – 40 minutes

- Tell students they are going to share what they learned from the articles they read and then share their *Conscious Discipline* summaries in groups.
- But first, pass out the criteria for a good summary and allow students to review and add.
- Give students a few minutes with their notes on the homework article they choose so they can get them organized and clear.
- Go round robin and have students tell others about what their article was about.
- After each summary, ask the student presenting:
  - What about this article will help you with your interactions with children?
  - Ask the students listening:
    - Do you have questions for the presenter?
    - What about this article will help you with your interactions with children?
- In order to review the *Conscious Discipline* summaries, have the Chapter groups meet together.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the summaries written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the summaries they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final summary.


- Have students pass their summary to the left.
    - After students have evaluated the first summary, they should pass the summary they have worked on to their left and evaluate a new summary.
    - After students have evaluated two summaries, they should give their evaluations to the authors, and the authors should read the comments and ask questions to the evaluators as needed.
  - When the groups are finished, ask if they would like to add to their criteria of a good summary? Take notes on their answers on the board.
- 

## ACTIVITY #2: Watch Conscious Discipline Videos – 80 minutes

- Tell students they are now going to look at the infants and toddlers and Pre-K videos in their assigned chapter to see how the principles and ideas expressed in the videos are put to use in the various activities. The procedure they should use is:
    - Watch at least five videos.
    - Choose two videos that they think demonstrate the ideas they summarized for homework and:
      - Describe the activity in detail.
      - Answer the question on the *Book Study Guide* for their chapter.
  - At the end of the class, introduce the prompts for the writing assignment that is due the next class and explain how what they have done already will help them with this assignment:
    - What is your summary of the principles that were expressed by Becky Bailey in her video for your chapter?
    - Describe the first activity that you've chosen and how it either:
      - Makes children feel safe (Chapters 4 and 5), makes children feel loved (Chapters 6-7) or helps them strengthen problem solving skills (Chapter 10).
    - Describe the second activity that you've chosen in the same way as above.
    - Explain how both activities relate to the principles that were expressed in the Becky Bailey video.
    - Explain how you would like to use these ideas and practices when you are dealing with children in a day care or preschool setting.
  - Call on a few students and have them respond to each of the required parts of the essay so they can hear how the essay might sound.
    - Briefly, what is your summary of the video you saw?
    - Describe the first activity you chose for your essay.
    - How does this shift brain function or teach an executive skill?
    - How would you relate the activity to the principles in the video?
    - How would you like to use these ideas and practices?
- 

## HOMEWORK

**WRITE:** Have students write a full draft of the essay using the following prompts:

- What is your summary of the principles that were expressed by Becky Bailey in her video for your chapter?
- Describe the first activity that you've chosen and how it either:
  - Makes children feel safe (Chapters 4 and 5), makes children feel loved (Chapters 6-7) or helps them strengthen problem solving skills (Chapter 10).
- Describe the second activity that you've chosen in the same way as above
- Explain how both activities relate to the principles that were expressed in the  video for your chapter.
- Explain how you would like to use these ideas and practices when you are dealing with children in a day care or preschool setting.

**TEACHER PREPARATION:** Make copies of the criteria for a good summary created in Week 10, Lesson 2, Activity #1 to pass out to students and use in the next lesson

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# Week 12, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Relating Principles to Practices

#### OBJECTIVES

- Expand criteria for evaluating writing assignments.
  - Evaluate others' writing assignments according to the criteria.
  - Identify top essay development concerns.
- 

#### MATERIALS

##### Activity #2:

- Student Work: Students bring hard copies of the essay they wrote for homework.
- Handout: Make one copy for each student.  
*Criteria for a good essay* (created in Week 9, Lesson 4, Activity #1).
- Handout: Make two copies for each student.  
*Audience Comment Page* (attached to Week 9, Lesson 4)

##### Activity #3:

- Handout: Make one copy for each student.  
The “*Table of Contents*” from the grammar and essay development text chosen for this course.
- 

#### ACTIVITY #1: Expanding Criteria for Good Multi-Paragraph Writing – 40 minutes

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on congratulating fellow students on their good writing and giving them good ideas for improving their essays. Students will get peer feedback, your feedback, and then the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their essays for a final draft they will hand in next week.
- Ask:
  - How did your essay writing go?
  - What went well? What was difficult?
  - How did you overcome your difficulties?
  - Who found new ideas through the process of writing? What were they?
- Write the following questions on the board in a big grid. Make one column for the questions and then add two columns for Current Writing Criteria and Additions:
  - What would make a reader interested in reading your essay?
  - What does an audience need at the beginning of the essay to get involved in reading?
  - Why does an audience need your ideas to be in different paragraphs?
    - How do paragraphs help the audience follow what you are trying to say?
  - What is a reader going to get out of reading your essay?
    - How can the final paragraph ensure that the audience takes away something valuable from your piece of writing?
- Put students in pairs to recount the answers to these questions from last time and to add any new ideas they might have. Pass out the criteria for a good essay created in Week 9, Lesson 4 to jog their memories.

- For each questions go from pair to pair to fill the “Current Writing Criteria” category.
- Go back around again to solicit “Additions” students would make to the criteria.

### ACTIVITY #2: Evaluating the Writing Assignments – 50 minutes

- Tell students they will now provide constructive feedback on each other’s essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- Put students into groups of three. Put students who have studied different *Conscious Discipline* chapters together so their interest level in other student work will be high.
- Have students take out their homework essays.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the essays written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner’s work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments.
- Ask the class as a whole:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that give you ideas for how to make your essay better?
  - Did your evaluators confuse you? Ask for clarification when back in your group.
- Put students back in their groups to talk through differences and to get clarification. Groups should also select two interesting and well-developed paragraphs to read to the class and explain why they were selected.
- Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
- Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers. These essays with your evaluation will be handed back in Week 12, Lesson 3.

### ACTIVITY #3: Select Top Essay Development Concerns – 30 minutes

- Tell students they will now get a chance to think about their essay development concerns.
- Ask: What are some of the major issues you have or that you saw in other students’ writing? Write their answers on the board.
- Ask: Which area is the class having the most difficulty with:
  - Addressing your audience?
  - Paragraph Development?
  - Shifting from paragraph to paragraph easily?
  - Lingering grammar issues?

- Pass out a copy of the “*Table of Contents*” of the grammar or writing development text you have selected for this course and check off those grammar issues in the “*Table of Contents*” that the class has identified as needing work.
- Ask:
  - What do you think is the best strategy for improving this class’ writing?
  - What would you recommend?
- Go around the room to get ideas from all students.
- Based on student answers, assign three exercises for homework.
- Tell students that there will be grammar or essay development homework assignments for each day of this week.

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## HOMework

**COMPLETE:** Have students complete three grammar or essay development assignments from the course’s grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct everything in the students’ drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts. These should be handed back to students in Week 12, Lesson 3.

**TEACHER PREPARATION #2:** Choose two paragraphs or essay sections from student writings that demonstrate the kinds of grammar and essay development challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

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## Week 12, Lesson 2

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Relating Principles and Practice

#### OBJECTIVES

- Learn a critical grammar or essay development lesson chosen by the teacher.
  - Correct the grammar or essay development issues in a student writing assignment using the Editing Game format.
- 

#### MATERIALS

##### Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
The “Table of Contents” from the grammar and essay development text chosen for this course.

##### Activity #2:

- Student Work: Make one set of copies for each student.  
Choose two paragraphs or sections of student writing that demonstrate the kinds of grammar or essay development challenges most students are having. Type up these paragraphs or essay sections with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts.
- 

#### ACTIVITY #1: Teacher Chosen Grammar or Essay Development Lesson – 40 minutes

- Choose and have students complete an activity that clearly addresses a significant class grammar or essay development challenge students are having.
- 

#### ACTIVITY #2: Editing Game #1– 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar, spelling and/or essay development mistakes intact.
  - Have students read the text and underline the grammar and essay development issues they find. While students are doing that, copy or project the paragraph on the board with all the mistakes intact.
  - Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
  - Choose a member from one team to come up to the board, underline a problem, and correct it.
  - Ask the student who made the correction: What is the grammar or essay development rule that you are applying?
  - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or essay development rule that they applied.
  - Go around to all the teams to have a different student come to the board and go through the same process as above.
  - Keep team scores on the board.
-

### ACTIVITY #3: Editing Game #2 – 40 minutes

- Have students form new teams.
  - Repeat the Editing Game described above with a different paragraph of student writing.
- 

### HOMEWORK

**COMPLETE:** Choose and assign grammar or essay development homework that will address significant grammar issues for students in the class.

**TEACHER PREPARATION:** Remember that students essays with peer evaluations and your evaluation should be handed back in the next lesson, Week 12, Lesson 3.

## Week 12, Lesson 3

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Relating Principles and Practice

#### OBJECTIVES

- Learn a critical grammar or essay development lesson chosen by the teacher.
  - Create a rewriting plan.
- 

#### MATERIALS

##### Activity #2:

- Student Work: Students' writing assignments with student and teacher comments will be handed back to students.
- 

#### ACTIVITY #1: Teacher Chosen Grammar or Essay Development Lesson – 40 minutes

- Choose and have students complete an activity that clearly addresses a significant class grammar or essay development challenge students are having.
- 

#### Activity #2: Coming Up with a Rewriting Plan – 40 minutes

- Pass back student essays with your comments as well as the evaluations from the other two students who read their essay.
  - Have the students read through all the comments.
  - Ask:
    - What is your response to the feedback?
    - What kinds of rewriting ideas do you have? Write their ideas on the board.
  - Write the following questions on the board:
    - What is your rewriting plan?
    - What strategies are you going to use to get your reader interested in your topic?
  - Have students get into their original evaluation groupings and pass around their essays and evaluations to the left as before. Students should compare and contrast the teacher's comments with comments received from their classmates.
  - Tell students to talk through their rewriting plans as a group.
  - As a class, tell students to talk through some of their rewriting plans and strategies. Write some of these approaches and strategies on the board.
  - Tell students to write down their rewriting plans in note form.
- 

#### Activity #3: Writing with a Partner Audience – 40 minutes

- Tell students to get out their notebooks and prepare to have another Writing Conversation.
- Write the following questions on the board:

- What is your plan to improve the opening of your essay? How can you get your reader's attention?
    - What is your plan to improve other portions of your essay?
    - What is your plan to improve the grammar and essay development in your essay?
  - Put students into pairs.
  - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner.
  - The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
    - Penmanship
    - Spelling
    - Grammar
  - Have students repeat this process until all three questions on the board have been answered.
- 

### **HOMEWORK**

**WRITE:** Have students rewrite their essays and bring them to class as they will be used again in the next lesson.

**COMPLETE:** Choose and assign grammar or essay development homework that will address the significant grammar or essay development issues that students in the class are having.



## Week 12, Lesson 4

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Relating Principles and Practice



Class to be held in the Technology Lab

#### OBJECTIVES

- Learn a critical grammar or essay development lesson chosen by the teacher.
  - Begin the rewriting process on the computer.
- 

#### MATERIALS

- None
- 

#### ACTIVITY #1: Teacher Chosen Grammar or Essay Development Lesson – 40 minutes

- Choose and have students complete an activity that clearly addresses a significant class grammar or essay development challenge students are having.
- 

#### ACTIVITY #2: Begin the Rewriting Process on the Computer – 80 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
  - Give students class time to begin rewriting.
  - Encourage students to focus on one paragraph at a time.
  - Tell students they will be able to finish their rewrites for homework.
- 

#### HOMEWORK

**WRITE:** Have students finish rewriting their essay.

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# Week 13, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Factors that Impact Child Development: Attachment Theory

#### OBJECTIVES

- Journal about the importance of love to learning.
  - Share essay findings and prepare for a presentation with their group.
  - Present group essay findings.
- 

#### MATERIALS

##### Activity #2:

- Student Work: Final essays printed out for further review.
- Classroom Resource: Flip chart paper and markers.

##### Activity #3:

- Video: *Conscious Discipline*  
<http://consciousdiscipline.com/bookstudy/> (running time varies)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Conscious Discipline Book Study Guide* (attached to Week 11, Lesson 3)

#### HOMEWORK

- Handout (attached): Make one copy for each student.  
*The Science of Love: Harry Harlow & the Nature of Affection*  
[http://psychology.about.com/od/historyofpsychology/p/harlow\\_love.htm](http://psychology.about.com/od/historyofpsychology/p/harlow_love.htm)
- 

#### ACTIVITY #1: Journal About the Importance of Love to Learning – 20 minutes

- Tell student they are going to start with a journal writing exercise that can tie together the work they have been doing to understand classroom practices that support healthy child development. For the next two weeks, they will look at what contributes to unhealthy development and what children experiencing stress can learn in a day care or preschool situation.
  - Tell students to get out their journals.
  - Write the following prompt on the board:
    - For a child, what is love?
    - How important is love to healthy child development?
    - How can love from a parent help a child develop?
    - How can love in a day care or preschool setting help a child develop?
  - Give students at least 10 minutes to write about these questions.
  - Go through the questions and have students talk about what they wrote about.
  - Tell students that this whole issue of love is the basis for a great deal of scientific study that we will be looking into this week.
    - But first, they are going to see what the importance of love is in the essays that they rewrote.
-

### ACTIVITY #2: Share Essay Findings with Your Group – 50 minutes

- Tell students they will be working on another presentation with the group that watched the same *Conscious Discipline* chapter in Week 11, Lesson 3.
  - To prepare for this presentation, students should:
    - Read each others' papers to get an idea about what activities they connected to the principles in the video for their chapter.
    - Discuss the principles in the video and decide how your group wants to present these principles.
    - Choose one activity that you think easily demonstrates these principles in action. We will play that activity so all can view it.
    - Decide how you want to describe the activity after it is viewed.
    - Decide how you want to relate it to the principles from the video.
    - Make sure everyone has a role to play in the presentation.
    - Make sure the presentation is no more than five minutes long.
- 

### ACTIVITY #3: Present Group Essay Findings – 50 minutes

- Project the on-line *Conscious Discipline Book Study* webpage, and ask the group which activity video they want to show. Have the group use their *Book Study Guides* to direct you to the right video.
  - Have groups present in order so that those who worked on chapter 4 go first, followed by chapter 5, chapter 6, etc. In this way, students can begin to understand the progression of principles and how they are translated in the classroom.
  - Bring each group to the front of the room in turn to:
    - Present the key principles from their video.
    - Play the video of the activity they want to analyze for the class.
    - Describe the activity.
    - Relate the activity to the principles from the video.
  - After the presentations, ask:
    - After hearing all this analysis, what is the relationship between love and the activities presented in *Conscious Discipline*?
- 

### HOMEWORK

**READ:** Have students read *The Science of Love: Harry Harlow & the Nature of Affection* [http://psychology.about.com/od/historyofpsychology/p/harlow\\_love.htm](http://psychology.about.com/od/historyofpsychology/p/harlow_love.htm) and:

- Underline the parts of the article that help them understand the importance of Harlow's ideas and how he tested them.
- Circle those words they don't understand.
- Write 10 questions based on the reading that they know the answers to that they can use to quiz other students.

## The Science of Love: Harry Harlow & the Nature of Affection

Source: [http://psychology.about.com/od/historyofpsychology/p/harlow\\_love.htm](http://psychology.about.com/od/historyofpsychology/p/harlow_love.htm)

By Kendra Cherry

During the first half of the 20th century, many psychologists believed that showing affection towards children was merely a sentimental gesture that served no real purpose. Behaviorist [John B. Watson](#) once even went so far as to warn parents, "When you are tempted to pet your child, remember that mother love is a dangerous instrument." According to many thinkers of the day, affection would only spread diseases and lead to adult psychological problems.

During this time, psychologists were motivated to prove their field as a rigorous science. The behaviorist movement dominated psychology and urged researchers to study only observable and measurable behaviors. An American psychologist named [Harry Harlow](#), however, became interested in studying a topic that was not so easy to quantify and measure: love.

In a series of controversial experiments conducted in 1960s, Harlow demonstrated the powerful effects of love. By showing the devastating effects of deprivation on young rhesus monkeys, Harlow revealed the importance of a mother's love for healthy childhood development. His experiments were often unethical and shockingly cruel, yet they uncovered fundamental truths that have heavily influenced our understanding of child development.

### The Wire Mother Experiment:

Harlow noted that very little attention had been devoted to the experimental research of love. "Because of the dearth of experimentation, theories about the fundamental nature of affection have evolved at the level of observation, intuition, and discerning guesswork, whether these have been proposed by psychologists, sociologists, anthropologists, physicians, or psychoanalyst," he noted (Harlow, 1958).

Many of the existing [theories of love](#) centered on the idea that the earliest attachment between a mother and child was merely a means for the child to obtain food, relieve thirst, and avoid pain. Harlow, however, believed that this behavioral view of mother-child attachment was an inadequate explanation.

Harlow's most famous experiment involved giving young rhesus monkeys a choice between two different "mothers." One was made of soft terrycloth, but provided no food. The other was made of wire, but provided food from an attached baby bottle.

Harlow removed young monkeys from their natural mothers a few hours after birth and left them to be "raised" by these mother surrogates. The experiment demonstrated that the baby monkeys spent significantly more time with their cloth mother than with their wire mother. "These data make it obvious that contact comfort is a variable of overwhelming

importance in the development of affectional response, whereas lactation is a variable of negligible importance," Harlow explained (1958).

### **Fear, Security, and Attachment:**

In a later experiment, Harlow demonstrated that young monkeys would also turn to their cloth surrogate mother for comfort and security. Using a strange situation similar to the one created by attachment researcher [Mary Ainsworth](#), Harlow allowed the young monkeys to explore a room either in the presence of their surrogate mother or in her absence. Monkeys in the presence of their mother would use her as a secure base to explore the room.

When the surrogate mothers were removed from the room, the effects were dramatic. The young monkeys no longer had their secure base to explore the room and would often freeze up, crouch, rock, scream, and cry.

### **The Impact of Harlow's Research:**

While many experts derided the importance of parental love and affection, Harlow's experiments offered irrefutable proof that love is vital for normal childhood development. Additional experiments by Harlow revealed the long-term devastation caused by deprivation, leading to profound psychological and emotional distress and even death. Harlow's work, as well as important research by psychologists [John Bowlby](#) and [Mary Ainsworth](#), helped influence key changes in how orphanages, adoption agencies, social services groups and child care providers approached the care of children.

While Harry Harlow's work led to acclaim and generated a wealth of research on love, affection, and interpersonal relationships, his own personal life soon began to crumble. After the terminal illness of his wife, he became engulfed by alcoholism and depression, eventually becoming estranged from his own children. Colleagues frequently described him as sarcastic, mean-spirited, misanthropic, chauvinistic, and cruel. Yet Harlow's enduring legacy reinforced the importance of emotional support, affection, and love in the development of children.

### **Suggested Reading:**

Blum, Deborah. (2002) [Love at Goon Park](#). New York: Perseus Publishing.

Harlow, Harry. (1958) [The Nature of Love](#). *American Psychologist*, 13, 673-685.

## Week 13, Lesson 2

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Factors that Impact Child Development: Attachment Theory



Class to be held in the Technology Lab

#### OBJECTIVES

- Quiz each other on the facts of the homework article.
- Watch videos on Harlow's experiments.
- Explore concerns about Harlow's experiments.

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#### MATERIALS

##### Activity #1:

- Student Work: Students bring hard copies of last week's homework article and the 10 questions they wrote for homework.

##### Activity #2:

- Video: Food or Security? Harlow's Studies on Monkeys' Attachment  
<https://www.youtube.com/watch?v=hsA5Sec6dAI> (running time: 02:58)
- Video: Harlow's Monkey Studies  
<https://www.youtube.com/watch?v=OrNBHzjg8I> (running time: 06:07)

##### Activity #3:

- Handout (attached): Make one copy for each student.  
*An Evaluation of Harlow's Monkey Studies*  
<https://cherrylamp.wordpress.com/2012/02/19/an-evaluation-of-harlows-monkey-studies/>

#### HOMEWORK

- Handout (attached): Make one copy for each student.  
*What is Attachment Theory?*  
<http://psychology.about.com/od/loveandattraction/a/attachment01.htm>

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#### ACTIVITY #1: Quiz Each Other on the Facts of the Homework Article – 40 minutes

##### Vocabulary Check-In – 10 minutes

- Have students take out their homework articles and ask: What are the words you circled in the articles? Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?

- Does our definition help make sense of that sentence?
- Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read out loud the sentence that the word appears in.
  - Have the students with dictionaries read the definition.
  - Write that definition on the board.
- Tell students to write down the words and the meanings from the board for quizzes later.

### Homework Quizzes – 30 minutes

- Give students a moment to review their homework article and their quiz questions to play the following game.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
  - The lead asks a question she or he knows the answer to.
  - Those who know the answer raise their hands.
  - The lead chooses someone to answer the question.
    - If the answer is correct, that person becomes the new lead and starts this process over again.
    - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- After this exercise, ask:
  - Can someone summarize Harry Harlow's experiments?
    - What was his hypothesis?
    - What was his experiment design?
    - What were his observations?
    - What were his conclusions?
  - What is the significance of these experiments?
  - What do they tell us about love?

### ACTIVITY #2: Watch Videos on Harlow's Experiments – 30 minutes

- Tell students they are going to watch two videos that show the Harry Harlow experiments. Beware! These videos were made in the 1960s and show a very different way of talking on film than we are used to now.
- Watch the two videos.
- Ask:
  - What are the experiments shown in the videos?
    - Describe each one.
  - What are the predictable outcomes of the experiments?
  - Why does Harlow say the monkeys prefer the cloth mother more than the wire mother who provides food?
  - Why is it significant that these experiments get the same results every time?

### ACTIVITY #3: Explore Concerns About Harlow's Experiments – 50 minutes

- Tell students that Harlow's experiments were controversial, as they read in their homework.
- Ask:
  - What might be some reasons why this study was controversial?



- Write down student answers on the board.
  - Here are some statements to help them get an idea of what some of the issues are concerning Harlow's experiments and where they stand on these issues. Write the following four statements on the board:
    - I think it is reasonable to think that experiments on monkey behavior can tell us a lot about human behavior.
    - I believe that there is a good chance that monkey behavior and human behavior are entirely unrelated.
    - I think Harlow's experiments were worthwhile because their results were consistent and they changed people's ideas about the importance of affection and attachment in healthy child development.
    - I think Harlow's experiments were cruel to animals and so should never have been done.
  - Read the statements aloud one after another. Then go back and read each one separately to get students' responses, asking why they agree or disagree with each statement.
  - Pass out *An Evaluation of Harlow's Monkey Studies*.
  - Tell students to read the article and:
    - Circle the author's basic opinion or thesis statement.
    - Underline the different reasons that the author gives for his or her position.
  - When student have finished reading and annotating, ask:
    - Which statement on the board does this author think are true?
    - How does the author state his or her opinion?
    - What are the author's reasons for his or her beliefs?
    - Did this author's argument change your opinions about these experiments? Why or why not?
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## HOMework

**READ:** Have students read *What is Attachment Theory?*

<http://psychology.about.com/od/loveandattraction/a/attachment01.htm> and tell them to:

- Underline the parts of the article that help them understand the history and conclusions of attachment theory.
- Circle those words they don't understand.
- Write 10 questions based on the reading that they know the answers to that can be used to quiz other students.

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## An Evaluation of Harlow's Monkey Studies

Source: <https://cherrylamp.wordpress.com/2012/02/19/an-evaluation-of-harlows-monkey-studies/>

Harry Harlow produced a shocking and influential piece of research during the 1950s and 1960s that he labeled 'The Nature of Love' (Harlow, 1958). At the time in which he conducted his experiments Harlow was frustrated at other psychologists shunning psychological research into love. Theories such as the Cupboard Love Theory, which suggested attachments were formed in order for children to acquire food were popular at this time. Harlow determined to show that love was a driving factor in human nature set himself aside from the scientific community and began to conduct experiments on monkeys.

These experiments involved him putting baby monkeys in isolation for up to 12 months. He then placed them back with other monkeys and recorded their behavior. The behavior he was trying to recreate in the monkeys would be that of depression and distress to demonstrate that although the monkeys had food, isolation would lead to distress. This worked; after only six months in isolation one of the monkeys refused to eat and died of stress related anorexia. This was not the only monkey to express extreme distress.

This research was very controversial as it was a demonstration of animal cruelty. Activists often reach out and ask us to recognize that animals have feelings and emotions and to respect this. Psychological research that aims to recreate human reactions based on emotion must make the assumption that animals do feel emotions at least to some degree in the same way that humans do otherwise these experiments would not be applicable to humans in the slightest. This would make Harlow simply ignorant of how he was hurting these monkeys. He seemed perfectly aware of the damage he was dealing to these monkeys emotionally (after all that was the aim) and yet seemed to mock their pain, calling his isolation chamber 'The Pit of Despair'. If anything, Harlow demonstrated to us the depth and likeness in which these monkeys feel, in relation to ourselves.

Magically though, many critics seem to let Harlow off the hook for these cruel acts. They suggest that these studies made the public much more aware of the seriousness of animal cruelty and led to a lot of ethical guidelines around today.

On top of this, Harlow's findings were then skewed incorrectly to support other's findings. Bowlby suggested that maternal deprivation would lead to irreversible psychopathy (Bowlby, 1951). Harlow's study was then used to support this, suggesting that these monkeys, without the maternal love they needed, had become irreversibly damaged. However the study did just the opposite; they found that if monkeys were released back with other monkeys that could provide peer therapy then the monkeys would recover completely.

It's also questionable as to whether Harlow's study demonstrated anything at all. After all this was a study done on monkey's not humans and therefore may not be generalizable to

humans. In the first set of experiments Harlow made two 'mother figures' for the monkey in isolation, one made of wire that had food in the form of a bottle, and one made of cloth with no food. The monkey's clung to the cloth monkey, particularly when something frightening entered the area. Harlow said that this demonstrated comfort was more important than food, however in the monkey world young cling to their mother as a survival instinct. So this need to cling to its mother might not be for 'love' but just for protection against the big scary monsters of the world. If so than this cannot be likened to humans and renders the study pointless and cruel.

#### References

Harlow, H. (1958) The Nature of Love, *American Psychologist*, 13, 673-685.

Bowlby, J. (1951). Maternal Care and Mental Health, *Geneva: World Health Organisation*.

## What Is Attachment Theory?

Source: <http://psychology.about.com/od/loveandattraction/a/attachment01.htm>

By Kendra Cherry

Attachment theory is focused on the relationships and bonds between people, particularly long-term relationships including those between a parent and child and between romantic partners.

British psychologist John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings." Bowlby was interested in understanding the separation anxiety and distress that children experience when separated from their primary caregivers.

Some of the earliest behavioral theories suggested that attachment was simply a learned behavior. These theories proposed that attachment was merely the result of feeding relationship between the child and the caregiver. Because the caregiver feeds the child and provide nourishment, the child becomes attached these theories suggested.

What Bowlby observed that even feedings did not diminish the anxiety experienced by children when they were separated from their primary caregivers. Instead, he found that attachment was characterized by clear behavioral and motivation patterns. When children are frightened, they will seek proximity from their primary caregiver in order to receive both comfort and care.

### What is Attachment?

**Attachment is an emotional bond to another person.** Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. He suggested attachment also serves to keep the infant close to the mother, thus improving the child's chances of survival.

He viewed attachment as a product of evolutionary processes. While the behavioral theories of attachment suggested that attachment was a learned process, Bowlby and others proposed that children are born with an innate drive to form attachments with caregivers. Throughout history, children who maintained proximity to an attachment figure were more likely to receive comfort and protection, and therefore more likely to survive to adulthood. Through the process of natural selection, a motivational system designed to regulate attachment emerged.

So what determines successful attachment? Behaviorists suggested that it was food that led to the formation of this attachment behavior, but Bowlby and others demonstrated that nurturance and responsiveness were the primary determinants of attachment.

The central theme of attachment theory is that primary caregivers who are available and responsive to an infant's needs allow the child to develop a sense of security. The infant

knows that the caregiver is dependable, which creates a secure base for the child to then explore the world.

### **Ainsworth's "Strange Situation"**

In her 1970's research, psychologist Mary Ainsworth expanded greatly upon Bowlby's original work. Her groundbreaking "Strange Situation" study revealed the profound effects of attachment on behavior. In the study, researchers observed children between the ages of 12 and 18 months as they responded to a situation in which they were briefly left alone and then reunited with their mothers.

Based upon the responses the researchers observed, Ainsworth described three major styles of attachment: secure attachment, ambivalent-insecure attachment, and avoidant-insecure attachment. Later, researchers Main and Solomon (1986) added a fourth attachment style called disorganized-insecure attachment based upon their own research. A number of studies since that time have supported Ainsworth's attachment styles and have indicated that attachment styles also have an impact on behaviors later in life.

### **Maternal Deprivation Studies**

Harry Harlow's infamous studies on maternal deprivation and social isolation during the 1950s and 1960s also explored early bonds. In a series of experiments, Harlow demonstrated how such bonds emerge and the powerful impact they have on behavior and functioning. In one version of his experiment, newborn rhesus monkeys were separated from their birth mothers and reared by surrogate mothers. The infant monkeys were placed in cages with two wire monkey mothers. One of the wire monkeys held a bottle from which the infant monkey could obtain nourishment, while the other wire monkey was covered in a soft terry cloth.

While the infant monkeys would go to the wire mother to obtain food, they spend most of their days with the soft cloth mother. When frightened, the baby monkeys would turn to their cloth-covered mother for comfort and security.

Harlow's work also demonstrated that early attachments were the result of receiving comfort and care from a caregiver rather than simply the result of being fed.

### **The Stages of Attachment**

Researchers Rudolph Schaffer and Peggy Emerson analyzed the number of attachment relationships that infants form in a longitudinal study with 60 infants. The infants were observed every four weeks during the first year of life, and then once again at 18 months. Based upon their observations, Schaffer and Emerson outlined four distinct phases of attachment.

- a. **Pre-attachment Stage:** From birth to three months, infants do not show any particular attachment to a specific caregiver. The infant's signals such as crying and fussing naturally attract the attention of the caregiver, and the baby's positive responses encourage the caregiver to remain close.

- b. **Indiscriminate Attachment:** From around six weeks of age to seven months, infants begin to show preferences for primary and secondary caregivers. During this phase, infants begin to develop a feeling of trust that the caregiver will respond to their needs. While they will still accept care from other people, they become much better at distinguishing between familiar and unfamiliar people as they approach seven months of age. They also respond more positively to the primary caregiver.
- c. **Discriminate Attachment:** At this point, from about seven to eleven months of age, infants show a strong attachment and preference for one specific individual. They will protest when separated from the primary attachment figure (separation anxiety), and begin to display anxiety around strangers (stranger anxiety).
- d. **Multiple Attachments:** After approximately nine months of age, children begin to form strong emotional bonds with other caregivers beyond the primary attachment figure. This often includes the father, older siblings, and grandparents.

While this process may seem straightforward, there are a number of different factors that can influence how and when attachments develop. First is the opportunity for attachment. Children that do not have a primary care figure, such as those raised in orphanages, may fail to develop the sense of trust needed to form an attachment. Second, the quality of caregiving is a vital factor. When caregivers respond quickly and consistently, children learn that they can depend on the people who are responsible for their care, which is the essential foundation for attachment.

## Patterns of Attachment

### Secure Attachment

Secure attachment is marked by distress when separated from caregivers and are joyful when the caregiver returns. Remember, these children feel secure and able to depend on their adult caregivers. When the adult leaves, the child may be upset but he or she feels assured that the parent or caregiver will return.

When frightened, securely attached children will seek comfort from caregivers. These children know their parent or caregiver will provide comfort and reassurance, so they are comfortable seeking them out in times of need.

### Ambivalent Attachment

Ambivalently attached children usually become very distressed when a parent leaves. This attachment style is considered relatively uncommon, affecting an estimated 7-15% of U.S. children. Research suggests that ambivalent attachment is a result of poor maternal availability. These children cannot depend on their mother (or caregiver) to be there when the child is in need.

### Avoidant Attachment

Children with an avoidant attachment tend to avoid parents or caregivers. When offered a choice, these children will show no preference between a caregiver and a complete stranger. Research has suggested that this attachment style might be a result of abusive or neglectful caregivers. Children who are punished for relying on a caregiver will learn to

avoid seeking help in the future.

### **Disorganized Attachment**

Children with a disorganized attachment often display a confusing mix of behavior and may seem disoriented, dazed, or confused. Children may both avoid or resist the parent. Some researchers believe that the lack of a clear attachment pattern is likely linked to inconsistent behavior from caregivers. In such cases, parents may serve as both a source of comfort and a source of fear, leading to disorganized behavior.

### **Problems with Attachment**

What happens to children who do not form secure attachments? Research suggests that failure to form secure attachments early in life can have a negative impact on behavior in later childhood and throughout the life. Children diagnosed with oppositional-defiant disorder (ODD), conduct disorder (CD) or post-traumatic stress disorder (PTSD) frequently display attachment problems, possibly due to early abuse, neglect or trauma. Clinicians suggest that children adopted after the age of six months have a higher risk of attachment problems.

While attachment styles displayed in adulthood are not necessarily the same as those seen in infancy, research indicates that early attachments can have a serious impact on later relationships. For example, those who are securely attached in childhood tend to have good self-esteem, strong romantic relationships and the ability to self-disclose to others. As adults, they tend to have healthy, happy and lasting relationships. For more information, see this article on attachment styles.

### **Why Attachment Matters**

Researchers have found that attachment patterns established early in life can lead to a number of outcomes. For example, children who are securely attached as infants tend to develop stronger self-esteem and better self-reliance as they grow older. These children also tend to be more independent, perform better in school, have successful social relationships, and experience less depression and anxiety.

#### References

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Erlbaum.
- Ainsworth, M. D. S. (1991). Attachments and other affectional bonds across the life cycle. In C. M. Parkes, J. Stevenson-Hinde, & P. Marris (Eds.), *Attachment across the life cycle* (pp. 33-51). London: Routledge.
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- Bowlby, J. (1969). *Attachment. Attachment and loss: Vol. 1. Loss*. New York: Basic Books.
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- Schaffer, H. R. & Emerson, P. E. (1964). The development of social attachments in infancy. *Monographs of the Society for Research in Child Development*, 29, 94

#### **How to Cite This Article:**

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## Week 13, Lesson 3

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Factors that Impact Child Development: Attachment Theory

#### OBJECTIVES

- Quiz each other on the facts of the homework article.
  - Watch two videos on attachment theory.
  - Watch and analyze video on the Strange Experiment.
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#### MATERIALS

##### Activity #1:

- Student Work: Students bring hard copies of last week's homework article and the 10 questions they wrote for homework.

##### Activity #2:

- Handout (attached): Make one copy for each student.  
*Ainsworth and Attachment Video Series Questions*
- Video: *Ainsworth and Attachment Part 1*  
<https://www.youtube.com/watch?v=4HHTohtXEq8> (running time: 04:35)
- Video: *Ainsworth and Attachment Part 2*  
<https://www.youtube.com/watch?v=nas6Q3hFBTQ> (running time: 06:41)

##### Activity #3:

- Video: *Ainsworth and Attachment Part 3*  
<https://www.youtube.com/watch?v=P5q1WT7xls> (running time: 18:22)
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#### ACTIVITY #1: Quiz Each Other on the Facts of the Homework Article – 40 minutes

##### Vocabulary Check-In – 10 minutes

- Have students take out their homework articles and ask: What are the words you circled in the articles? Write these on the board.
- For each word, ask:
  - Does anyone know the meaning of this word? Get students' responses and write them next to the word on the board.
  - Can someone read the sentence this word appears in?
  - Does our definition help make sense of that sentence?
  - Should our definition change?
- For words students are unsure of:
  - Pass out a dictionary or two.
  - Have a student read out loud the sentence that the word appears in.
  - Have the students with dictionaries read the definition.
  - Write that definition on the board.
- Tell students to write down the words and the meanings from the board for quizzes later.

##### Reading Analysis – 30 minutes:

- Tell students they are to take a moment to review their homework articles and their quiz questions to play the following game.
  - Ask: Who wants to be the first lead? Then have students follow this pattern:
    - The lead asks a question she or he knows the answer to.
    - Those who know the answer raise their hands.
    - The lead chooses someone to answer the question.
      - If the answer is correct, that person becomes the new lead and starts this process over again.
      - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
  - Repeat this pattern until students are out of questions.
  - After this exercise, ask:
    - Can someone define what attachment is?
    - How did attachment theory change people's thinking?
    - What is the strange situation?
    - How are Harry Harlow's experiments related to the development of attachment theory?
    - What are the four stages of attachment?
    - What are the four different kinds of attachment?
    - Why is attachment an important issue?
- 

### ACTIVITY #2: Watch Two Videos on the History of Attachment Theory – 40 minutes

- Tell students they are going to watch a series of videos, two that focus on Ainsworth's life and work and one that focuses on her famous "Strange Situation" experiments.
  - Pass out the *Ainsworth and Attachment Video Series Questions*.
  - Ask students if they want to watch these videos once to see them and a second time to take notes or just once. Decide as a class.
  - After each video:
    - Put students in pairs to talk through the questions and make sure their notes are as complete as possible.
  - Ask each question and go round robin to have each pair add a note to the answer until all the information for the question has been collected.
- 

### ACTIVITY #3: Watch and Analyze a Video on the Strange Experiment – 40 minutes

- Repeat the question answering process as described above for the third video:
    - After each video, put students in pairs to talk through the questions and make sure their notes are as complete as possible.
    - Ask each question and go round robin to have each pair add a note to the answer until all the information for the question has been collected.
  - After all the questions have been fully answered, ask:
    - What are your thoughts about Ainsworth's attachment theory?
    - Do you think there is a relationship between the way people are attached and how secure they feel in the world?
    - Do you have any experiences with different kinds of attachment with children?
      - What kinds of attachments were they? How do you know?
-

## **HOMEWORK**

**WRITING:** Have students prepare an outline for an in-class essay using the following prompts:

- What is attachment theory and why is it important?
- What are the different kinds of attachment and how can you observe these with small children?
- What kinds of preschool practices would you recommend for those children that are having trouble with attachment?

**TEACHER PREPARATION:** Make copies of the criteria for a good essay created in Week 9, Lesson 4, Activity #1 to pass out to students and use in the next lesson.

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## **AINSWORTH AND ATTACHMENT VIDEO SERIES QUESTIONS**

### **PART 1**

1. What are the facts we learn about Ainsworth's life?
2. Who was Bowlby and were some of his ideas?

### **PART 2**

1. What kind of work did James Robinson do?
2. What kind of work did Ainsworth do in Uganda? What were some of her findings?
3. What are some more facts about Ainsworth's life?
4. What did Ainsworth do in her Baltimore study?

### **PART 3**

1. What are some of the behaviors of children with sensitive and attentive mothers?

2. What is the Strange Situation experiment?

3. What are some of the behavior patterns of the children in the Strange Situation?

Secure Attachment

Avoidant Attachment

Ambivalent/ Resistant Attachment

Disorganized Attachment

4. What is the “Internal Working Model”?

5. What is the “Adult Attachment Interview”?

6. Does the type of attachment you have predict the rest of your life? Why or why not?

## Week 13, Lesson 4

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

**THEME: Factors that Impact Child Development: Attachment Theory**

#### **OBJECTIVES**

- Write an in-class essay.
  - Conduct a peer review.
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#### **MATERIALS**

##### Activity #1:

- Student Work: Students bring a hard copy of their homework outlines.
- Handout: Make one copy for each student.  
*Criteria for a good essay* (created in Week 9, Lesson 4, Activity #1).

##### Activity #2:

- Handout: Make two copies for each student.  
*Audience Comment Page* (attached to Week 9, Lesson 4)
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#### **ACTIVITY #1: In Class Essay – 70 minutes**

- Pass out the criteria for a good essay and review it with students allowing them to add new criteria if appropriate.
  - Have students get out their homework outlines.
  - Go round robin and have each student read his or her “I Believe”/thesis statement aloud.
  - Ask: Are your classmates taking similar or different stances?
  - Put students into pairs to hear and respond to their partners’ plans for the 45-minute essay. Write the following questions on the board to structure their interaction.
    - What is your thesis? Why did you choose this thesis?
    - What are your reasons? Can you explain each one of them to me?
    - What do you think should be done to improve society using your ideas on nature or nurture?
  - Tell pairs they are to take turns, assigning one person to be the questioner and one as the speaker. The questioner should use the questions on the board but they should also add questions that will help them understand what the person is trying to say better. When the first questioner is finished, then pairs should switch roles and repeat the process so both students can be heard.
  - Allow students to make any changes to their outline that will improve their essays.
  - Tell students that in an actual testing situation, they will need to put together their outline and then write an essay in 45 minutes. So today, they will have “extra” time for writing. They are to focus on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read over their work and make changes.
  - Time students as they write a 45-minute in-class essay.
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#### **ACTIVITY #2: Peer Review – 50 minutes**

- Tell students they will now provide constructive feedback on each other's essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- You can put students from different groups together in groups of three to keep the interest in reading each others' work high.
- Ask students: What kinds of things would happen when others are reading your work that would NOT make you feel happy and comfortable?
  - Write what students say on the board.
- Put students into groups of three.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the essays written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments and ask questions to the evaluators as needed.
- Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.

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## **HOMEWORK**

**RESEARCH:** For the next week, the class is going to focus on when things go really wrong with kids and how early child education can help. To prepare, have students go on the Internet and find at least 10 facts on the Sandy Hook Elementary School Massacre and Adam Lanza, the shooter.

**TEACHER PREPARATION:** Evaluate the student essays handed in using a copy of the Audience Comment Page. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, **DO NOT** correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts.



# Week 14, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Factors that Impact Child Development: The Problem of Bullying



Class to be held in the Technology Lab

### OBJECTIVES

- Gather facts about Sandy Hook shooting.
- Write a brief summary of what happened.
- Journal about why you think this happened.

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### MATERIALS

#### Activity #1:

- Handout (attached): Make one copy for each student.  
*Sandy Hook Shooting: What happened?*  
<http://www.cnn.com/interactive/2012/12/us/sandy-hook-timeline/>
- Handout (attached): Make one copy for each student  
*Elementary school massacre: 20 children among 28 killed in Connecticut*  
<http://usnews.nbcnews.com/news/2012/12/14/15907407-elementary-school-massacre-20-children-among-28-killed-in-connecticut-slaughter>

#### HOMEWORK

- Handout (attached): Make one copy for each student.  
*Adam Lanza: Report Probes Dark Interior life of the Sandy Hook Shooter*  
<http://patch.com/connecticut/newtown/al-report-probes-dark-interior-life-sandy-hook-shooter-0>

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### ACTIVITY #1: Gather Facts About Sandy Hook Shooting – 40 minutes

- Tell students that this week they are going to get some tools that will help them see if and how early childhood education can play a role in solving some of the worst problems in society. To do so, the class will look at one of the worst tragedies in recent history: Sandy Hook.
- Ask:
  - What do we know about the Sandy Hook shooting?
  - Go round robin to have students give one fact and keep going until they don't have any more.
  - Put all student facts on the board.
- Tell students they are going to do some reading about the facts to see if they can't make this list longer.
- Pass out the two articles at the same time. Tell students to:
  - Read the articles.
  - Underline new facts to add the list.
  - Go back over both articles and choose the 10 overall facts that they believe are most significant.

- Go round robin and have students each give a new fact to add to the list on the board (if the board is big enough). Keep going until students run out of facts to add.
  - Put students in pairs to look at the 10 facts they each selected and to find out why they made these selections. Partners need to:
    - Select 10 facts they both agree on.
    - Put them in order from 1-10 so they make sense if you were to write a summary about Sandy Hook.
  - When pairs are finished, ask them to:
    - Read aloud the facts they selected in order.
    - After each pair has read, ask:
      - Did just reading the facts in order make sense?
- 

### ACTIVITY #2: Write a Brief Summary of What Happened – 40 minutes

- Tell students they are to now write a summary based on the facts they think will tell the story clearly and quickly. They can add or subtract facts from their list as they see fit.
  - Tell students to take 10 minutes to write a summary of the Sandy Hook shooting. The summary must:
    - Be in their own words.
    - Use one quote from one of the articles that will help them better tell the story.
  - Tell students to look at the articles and pick out a quote they want to use.
  - Ask:
    - How do you use quotes?
    - Why do you use quotes?
    - How do you let the reader know where you got the quote from?
    - What language can you use to introduce quotes?
  - Write the following three example on the board:
    - According to \_\_\_\_\_,
    - (Author's name) in the article or video titled \_\_\_\_\_,
    - In an article or from the (name of the source) titled, \_\_\_\_\_,
  - Tell each student to write a sentence using one of these openings to introduce the source where they got the quote.
  - Have a number of students read their sentences.
  - Ask:
    - How does including a source make your summary stronger?
    - Why would a reader find your summary more credible if it has a quote in it?
  - Give students time to write their summaries.
  - Have students read a number of them aloud. After each, ask the speaker:
    - How did your quote make your summary stronger?
- 

### ACTIVITY #3: Journal About Why You Think This Happened – 40 minutes

- Tell students you now want them to respond to the Sandy Hook tragedy.
- Tell students to get out their journals.
- Write the following prompt on the board:
  - Why do you think Adam Lanza committed mass murder?
  - There are a number of people in America that have committed mass murder. What do you think are the factors that drive people to such overwhelmingly brutal acts?
- Allow students to write for at least 10 minutes.
- When students are done:

- Solicit their opinions.
    - Write the different opinions on the board.
    - Encourage students to elaborate.
  - Remark that students have their own theories about the world and how it works. They need to hang on to their theories as they continue to do more work on this topic this week.
- 

### **HOMEWORK**

**READ:** Have students read *Adam Lanza: Report Probes Dark Interior life of the Sandy Hook Shooter* <http://patch.com/connecticut/newtown/al-report-probes-dark-interior-life-sandy-hook-shooter-0> and tell them to:

- Underline the different facts that show something was wrong with Adam Lanza.
- Choose those facts that support their ideas about why he became the Sandy Hook shooter.

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## Sandy Hook Shooting: What Happened?

Source: <http://www.cnn.com/interactive/2012/12/us/sandy-hook-timeline/>

### Before events at the school

At some point before he went to the school, investigators believe Adam Lanza, 20, killed his mother, Nancy Lanza.

He grabbed three guns from the house -- a semi-automatic AR-15 assault rifle made by Bushmaster and pistols made by Glock and Sig Sauer -- and went to the elementary school wearing black fatigues and a military vest, according to a law enforcement official.

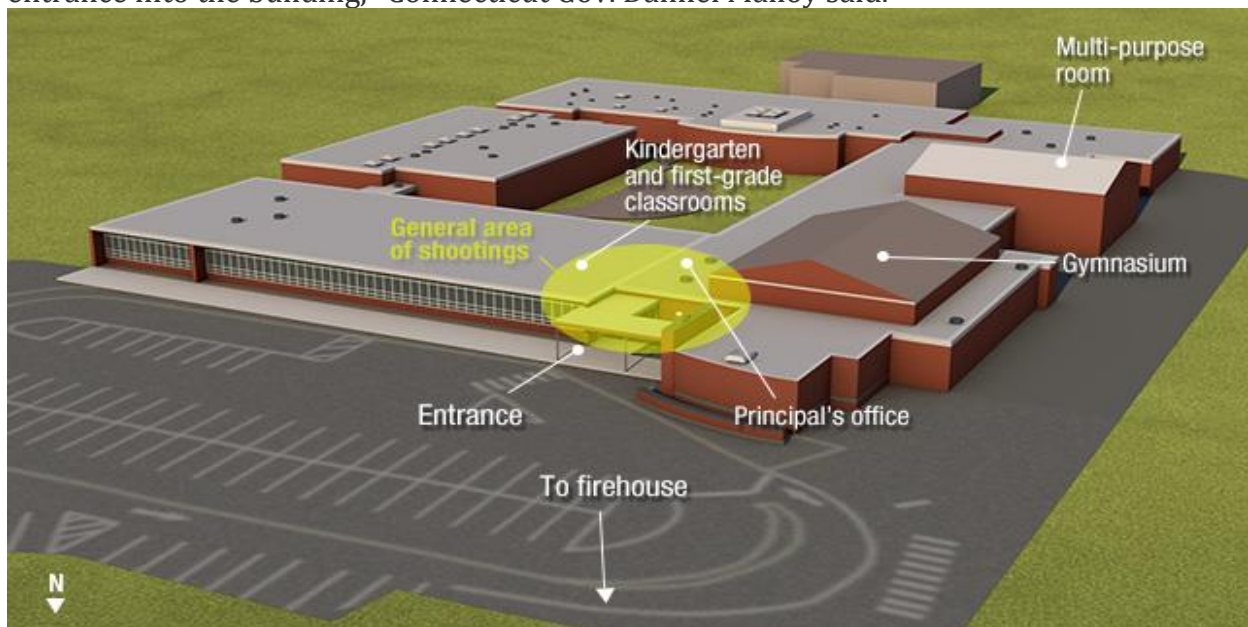
The above weapons are similar to the ones found with the suspect: A Bushmaster rifle, a Glock handgun, and a Sig-Sauer handgun.

Classes were under way at the school. Approximately 700 students were present.

Earlier this year, the school principal, Dawn Lafferty Hochsprung, ordered a new security system installed that required visitors to be visibly identified and buzzed in. As part of the security system, the school locked its doors each day at 9:30 a.m.

The door was locked when the gunman arrived.

Authorities now know the gunman used "an assault weapon" to "literally (shoot) an entrance into the building," Connecticut Gov. Dannel Malloy said.



A graphic depicting the site of the shooting. (CNN)

### Inside the school

Hochsprung heard loud pops. She, school psychologist Mary Sherlach and vice principal Natalie Hammond went out to investigate.

Only Hammond returned from the hallway alive. She was wounded.

At about 9:30 a.m., as announcements were read over the loudspeaker to the students, shots were heard across the school. Students described being ushered into bathrooms and closets by teachers after hearing the first shots.

Lanza moved toward two classrooms of kindergartners and first-graders, police said.

In one classroom was Lauren Rousseau, a substitute teacher who was filling in for a teacher out on maternity leave. The gunman shot all 14 students in the classroom, law enforcement officers said.

In another classroom, Victoria Soto, 27, moved her first-grade students away from the door. The gunman burst in and shot her, according to the father of a surviving student. Six students were killed in that classroom.

### **First responders arrive**

At the police station, dispatchers began to take calls from inside the school. Authorities say the first emergency call about the shooting came in at "approximately" 9:30 a.m.

"Sandy Hook school. Caller is indicating she thinks someone is shooting in the building," a dispatcher told fire and medical personnel, according to 911 tapes.

The first officer arrived on the scene of the Sandy Hook school shooting two minutes and 41 seconds after the first police radio broadcast of the shooting. Previous CNN reporting cited an incorrect arrival time based on early reports.

Police report that no law enforcement officers discharged their weapons at any point.

The gunman took his own life, police said. He took out a handgun and shot himself in a classroom as law enforcement officers approached, officials said.

Twenty students, ages 6 and 7, and six adults were killed at the school.

Police secured the building, ensuring no other shooters were on site. Police then escorted students and faculty out of the building to a nearby firehouse.

As reports of the shooting made their way around town, frantic parents descended on the firehouse where the children had been taken.

By nightfall, the firehouse became a gathering point for parents and family members whose loved ones would never walk out of the school.

## Elementary school massacre: 20 children among 28 killed in Connecticut slaughter

Source: <http://usnews.nbcnews.com/news/2012/12/14/15907407-elementary-school-massacre-20-children-among-28-killed-in-connecticut-slaughter>

The massacre at Sandy Hook Elementary School shook everyone in Newtown, Conn., including the first responders, who will be undergoing counseling. NBC's Anne Thompson reports.

By Pete Williams, Miguel Llanos and Tracy Connor, NBC News

**Updated at 10:04 p.m. ET:** A teacher's son, clad in black and carrying two 9mm pistols, rampaged through a Connecticut elementary school Friday, killing 20 small children and six adults, a tragedy President Barack Obama said had broken the hearts of America.

The gunman, identified as Adam Lanza, 20, was found dead at the scene of the slaughter, Sandy Hook Elementary School in Newtown, law enforcement officials said. The body of a woman believed to be his mother was found at their home in Newtown, authorities said.

Officials initially misidentified the shooter to NBC News as Lanza's brother, Ryan. But a senior official later said that Ryan was nowhere near the shooting, is not believed to be involved, and is cooperating with the investigation.

Ryan told police that Adam has a history of mental illness, according to the senior official. Yet the motive for the mass killing — the nation's second-worst school shooting — was a mystery.

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The weapons used in the attack were legally purchased and were registered to the gunman's mother, two law enforcement officials said. Two 9mm handguns were recovered inside the school. An AR-15-type rifle also was found at the scene, but there were conflicting reports Friday night whether it had been used in the shooting.

Police believe Lanza fatally shot his mother in the face, then drove to the hilltop school and unleashed a blizzard of bullets on children and staff in two rooms before apparently taking his own life.

"Evil visited this community today," Connecticut Gov. Dannel Malloy said Friday evening. "We are all in this together."

Adam Lanza, the man who allegedly committed one of the worst shootings in U.S. history, was 20 years old. He entered the Sandy Hook Elementary School carrying two handguns and hundreds of rounds of ammunition, police said. NBC's Pete Williams reports.

Some young survivors — ages 5 to 10 — described the terror of the shooting and a massive

police response that included SWAT officers going room to room to search for victims as students huddled in classroom corners.

Robert Licata said his 6-year-old son was in class when the gunman burst in and shot the teacher. "That's when my son grabbed a bunch of his friends and ran out the door," he told The Associated Press. "He was very brave."

One student told [NBC Connecticut](#) she was in the gym when she heard "seven loud booms."

"The gym teachers told us to go in the corner, so we all huddled," she said. "And I kept hearing these booming noises. And we all ... started crying."

"All the gym teachers told us to go into the office where no one could find us," she added. "So then a police officer came in and told us to run outside. So we did and we came in the firehouse."

The high death toll and the tender age of many victims sent shock waves all the way to the White House, where the flag was lowered to half-staff.

President Obama, his voice cracking at times, said he reacted to the tragedy first as a parent.

"Our hearts are broken today," he said. "The majority of those who died today were children. Beautiful little kids between the ages of 5 and 10 years old."

Authorities in the small bedroom community 60 miles from New York City were alerted to the unfolding carnage by a 911 call around 9:30 a.m., and then reached out to state police and neighboring police departments for help.

An elementary school student recalls the terrifying moments following sounds of shots fired at her Connecticut elementary school, saying "teachers told us to go in the corner so we all huddled."

Connecticut State Police Lt. Paul Vance said troopers fanned out across the school and searched "every door, every crack, every crevice" of the building.

Most of the bodies were found in two rooms in one section of the 600-student school, which goes up to the fourth grade. Late into the night on Friday, the bodies remained in the school during the investigation.

Two children were taken to Danbury Hospital, but they died. A third person was being treated at the hospital, which went into lockdown mode and cleared trauma rooms as doctors waited for an influx of survivors that never came.

After police finished searching the school and determined there was only one gunman, they led the children outside, telling them to close their eyes, apparently to avoid seeing



anything gruesome.

At a staging area ringed by police vehicles that raced to the school from across the state, the dazed and crying kids were reunited with worried loved ones.

The shooting at Sandy Hook Elementary School that killed more than two dozen, 20 of them children, left the quiet community of Newtown, Conn., desperately trying to understand what happened. NBC's Kate Snow reports.

Brenda Lebinski, mother of a third-grader, said she found a "horrendous" scene.

"Everyone was in hysterics -- parents, students. There were kids coming out of the school bloodied. I don't know if they were shot, but they were bloodied," she said, according to Reuters.

One parent picking up his 7-year-old son said the shooting was "the most terrifying moment a parent can imagine." He went on to describe the anguish of waiting to find out if his son was a victim and then running to his child when he saw him.

"It was the greatest relief in my existence," the father said. "I'm just happy that my kid's OK."

The FBI was assisting with the widening investigation, and authorities said there were many unanswered questions, including the motive.

"There is a great deal of search warrant activity...in and out of the state," Vance said, without giving specifics.

Connecticut Gov. Dannel Malloy was meeting with grieving families.

"As you can imagine, the governor is horrified by what's happened," said aide Roy Occhiogrosso.

The death toll is the highest from a school shooting since a gunman killed 32 people at Virginia Tech in 2007. At Columbine High School in Littleton, Colorado, two teens killed 13 people and wounded 24 in 1999.

Parent Stephen Delgiadice, whose 8-year-old daughter was not hurt, said he never could have imagined such bloodshed in the quiet town of 27,000, where the police force has only three detectives.

"It's alarming, especially in Newtown, Connecticut, which we always thought was the safest place in America," he told The Associated Press.

Obama said Friday's shooting, following the massacre at a movie theater in Aurora, Colo., and other murder sprees, showed the need for "meaningful action...regardless of the politics" to prevent more blood from being spilled.

New York City Mayor Bloomberg, who has been pushing for tougher gun laws, called for Washington to act immediately.

“Not even kindergarteners learning their A, B, Cs are safe,” he said. “We heard after Columbine that it was too soon to talk about gun laws. We heard it after Virginia Tech. After Tucson and Aurora and Oak Creek. And now we are hearing it again.”

## **Adam Lanza: Report Probes Dark Interior Life of The Sandy Hook Shooter**

Source: <http://patch.com/connecticut/newtown/al-report-probes-dark-interior-life-sandy-hook-shooter-0>

By Rich Scinto (Patch Staff) November 24, 2014

Five months before Adam Lanza committed a massacre of school children and educators at Sandy Hook Elementary School, he wrote to a cyber-acquaintance that his interest in mass murder has been “perfunctory for such a long time,” according to an investigative report released Friday.

“The enthusiasm [I had] back when Virginia Tech happened feels like it’s been gone for a hundred billion years. I don’t care about anything. I’m just done with it all,” Lanza wrote on July, 23, 2012.

An investigative report released Friday by the Connecticut Office of the Child Advocate details some of the treatment that was offered to Adam Lanza years before he committed the massacre at Sandy Hook Elementary School, and it says he was in email contact with a group of mass murder enthusiasts prior to the attack.

Lanza went to Sandy Hook Elementary School on Dec. 14, 2012 armed with an AR-15 rifle and other firearms. He killed 20 children and six educators. Before going to the school he shot his mother Nancy Lanza in the head. He committed suicide before police could reach him.

The report says that multiple medical professionals at the Yale Child Study Center told Lanza and his parents years before the Sandy Hook shooting that he could be treated for psychological issues, but that recommendations went largely unheeded by Lanza’s mother.

At 114 pages, the report is the most detailed publicly available document that chronicles Lanza’s life starting from early childhood and ending with an inconceivable level of bloodshed at Sandy Hook Elementary.

The report was painstakingly put together by state officials as well as psychiatric and other experts to help shed light on what led to the Sandy Hook shooting and includes details as minute and specific as the inventory of books found in Lanza’s room.

### **“A Recipe for Mass Murder”**

The report authors concede they can’t definitively answer the question that has been on many people’s minds since Dec. 14, 2012: Why?

“There is no way to adequately explain why AL [Adam Lanza] was obsessed with mass shootings and how or why he came to act on this obsession. In the end, only he, and he

alone, bears responsibility for this monstrous act,” the report went on to say.

Despite that perhaps unsatisfying conclusion, the report strings together a series of circumstances that shed new light on Adam Lanza, his perforated mental health care and his relationship with family members.

Lanza had a clear history of mental health problems that included a preoccupation with violence, at least as early as fifth grade, when he authored “The Big Book of Granny,” a book he published in fifth grade that dealt with the murder of children, cannibalization and taxidermy.

The FBI Behavioral Analysis Unit determined that Lanza’s obsession and attention to detail with mass killings was “unprecedented” after a forensic review of his computer usage.

Lanza’s early obsession with violence that was apparent as early as fifth grade was only exacerbated by access to a cyber world that glorified mass murders, the authors wrote. This was not good, especially in the absence of meaningful social interaction with others. Lanza also had access to firearms.

“Replacing these influences was a narrow group of peers who exerted no positive, regulating force on AL,” the report said. “Unlike normalizing influences and positive community peer groups, his cyber group would have had little willingness or ability to stop his dangerous trajectory or to offer cautioning feedback to him about his impulses.”

Three days before the shooting Lanza wrote an email about mass shooters and said that he didn’t understand why the Aurora movie theatre shooting was considered a big deal. He wrote that using pistols felt “just (sic) right” as opposed to other methods such as vehicular, remote explosives or knives.

The authors are quick to note that those with Autism Spectrum Disorder and other psychiatric problems that Lanza had rarely engage in outward violence, especially to Lanza’s level. Those with the disorders are far more likely to internalize issues.

“Individuals with those mental health or developmental disorders are more likely to internalize (that is, to feel distressed emotionally or to be confused, socially inappropriate or inept, and sometimes to harm themselves inadvertently or intentionally.) than to externalize (that is, to act out aggressively ...”

Lanza became increasingly despondent and anxious five months before the shooting as his mother Nancy Lanza prepared a move away from Newtown. Physically, his reality was confined to his home and things as simple as a repairman disrupting that norm would greatly irritate him. His communication with friends and family members was limited to his mother and even then communication was only done through email.

Authors of the report note that Lanza was not obviously psychotic in the time period leading up to the shooting, but that he did grow increasingly isolated.

He had fully stopped communicating with his father in 2010 and stopped speaking with his one and only friend over the summer of 2012 after a dispute over a movie.

“AL [Adam Lanza] increasingly lived in an alternate universe in which ruminations about mass shootings were his central preoccupation,” the authors of the report wrote.

Lanza’s constructed reality, called a “prosthetic environment” by the Yale Child Study Center was about to wink out of existence with the planned move away from Newtown; his mother mentioned to at least one friend she was considering moving to Washington state or North Carolina.

“The looming prospect of moving from Newtown may have increased AL’s anxiety, as he may have worried about where he would go or live, and the loss of the sanctuary he had developed in his home. This was quite possibly an important factor leading to the shootings.”

However, the report asserts that Lanza didn’t just “snap” and that his massacre was planned out; he visited the school’s website on numerous occasions and viewed the student handbook and security procedures at the school.

Authors of the report noted that mass shooters are likely to target places or people familiar to them and that they tend to pick easier targets because they don’t want to be thwarted.

### **Missed opportunities for treatment:**

At least one medical group realized the gravity of Lanza’s multiple mental issues.

The Yale Child Study Center recommended extensive educational supports, consultation and rigorous therapeutic support, but the recommendations went largely unheeded.

Lanza visited the center in 2006; he was a 9th-grader at the time. His father sought help through his company’s Employee Assistance Program. Lanza was also seeing a community psychiatrist at the same time, something a Yale psychiatrist and an advanced practice registered nurse were not aware of the concurrent treatment at first.

He told a psychiatrist he did not want to have more friends and that he didn’t understand what a friend was. He didn’t like to touch doorknobs and would not allow his mother to lean on things because he thought it was improper.

The psychiatrist urged anti-anxiety medication, but Lanza refused. He wrote that Lanza’s constructed social and education world was concerning.

He went on to note that creating a “prosthetic environment” for Lanza posed significant risk and that those around Lanza should work to help him overcome social difficulties instead of forming a bubble. He noted the family needed “tons of parental guidance ...”

Nancy Lanza said she felt horrible during the Yale interview process and that her son was frustrated, angry and anxious and that she felt that he was being tortured.

An APRN told Adam Lanza that he had a psychological disorder that could be helped with medicine. He was living in a box, she said, and that box was only going to get smaller over time if he didn't get treatment.

Adam Lanza eventually did take a small dose of an anti-depressant-anti-anxiety medication in February 2007. His father was strongly in support of it. The APRN noted in later police interviews that Nancy Lanza was "non-compliant" and that she reported Adam had a reaction to the medicine including decreased appetite, nausea, dizziness and disorientation. She also reported he had trouble raising his arm.

The APRN said it wasn't possible that the medicine would prevent Adam from raising his arm, but that other symptoms could be managed with time and proper dosing. Nancy Lanza said her son would be discontinuing the medicine.

Eventually Lanza attended high school, but the report noted Lanza's needs were classified on curricular issues instead of social and emotional ones. The Yale psychiatrist had previously warned against this.

The authors of the report suggested that there were multiple service providers for Lanza and his family, but there was no clear coordination. Yale Child Study records and notes from a community psychiatrist weren't present in Lanza's school record.

They went on to note that the uncoordinated care of Lanza across multiple medical providers, parents and the school system wasn't all that unusual. The authors recommended that the system as a whole has to work better together.

Although Nancy Lanza often placated to Adam's desires, the authors wrote it was important to note that she was grappling with her own emotions regarding the complexities of raising a child with significant needs.

**Adam wrote in an email to his mother that she will gain nothing from regretting life decisions** and that she should think about what she wanted to do today. The conversation apparently emerged from Nancy Lanza's having said she regretted not going to college and other life choices.

He also wrote that he tried to do things for her, such as buying and installing more memory for her computer.

She wrote back and said she felt overwhelmed by circumstances, but was grateful that her ex-husband helped support her financially after the divorce and that both Adam and his brother would have their college educations paid for. She also thanked him for working on the computer and said he should tell her in the future so she could give him credit where it was due for helping.

## **Gun Access**

The report's section on firearms and mental illness is less than two pages long. It notes that Adam Lanza had access to firearms as he grew-up. His father said in police interviews he didn't know his wife had been buying her own guns and assumed they were rented for shooting activities.

He eventually learned Adam Lanza had access to guns when he took him to a shooting range and he showed up with two long guns.

The authors go on to cite a 2010 study in the American Journal of Law and Economics that showed gun-related homicides in Australia dropped 59 percent between 1995 and 2006 and firearm-suicide dropped 65 percent following meaningful gun control regulations that outlawed possession of assault weapons following a mass shooting.

"Access to assault weapons with high capacity magazines did play a major role in this and other mass shootings in recent history. Our emphasis on AL's (Adam Lanza) developmental trajectory and issues of mental illness should not be understood to mean that these issues were considered more important than access to these weapons or that we do not consider such access to be a critical public health issue."

## **Lanza's grade school years**

A classmate of Lanza's described him as being a little "awkward" in elementary school. However, Lanza seemed to enjoy being a kid when he was 8 or 9-years-old his father said, according to the report.

He took part in school activities, including a school play and attended boy scouts. He also played baseball for two seasons.

During a 2006 psychiatric evaluation, when Lanza was 14, he said that he only participated to appease his mother and that he took no joy in the activities.

Lanza's parents separated in 2002. His father said in a 2014 New Yorker magazine article that he felt the separation didn't affect Adam because he saw him as much as he normally did due to his hectic work life.

Lanza was documented to be at reading grade level and above grade level in math in first grade, but he had a vocal articulation disorder and weak fine motor skills. Some teachers noted he was hesitant or reluctant to participate in the classroom, while other adults described his peer relationships as normal.

He received intervention for his impairments, but the amount of time was concluded to be inadequate by authors of the report.

**By third grade, records reflect that Lanza was a "good citizen" in school and would**

**answer questions in class**, but would not ask many himself. He exited special education by fourth grade and it was reported he had no error sounds in speech, but according to the authors of this report that didn't speak to his challenges with expressive language and ability to communicate.

In fifth grade Lanza and a fellow student listed as a co-author published the disturbing book called "The Big Book of Granny," which was filled with images and narrative of child murder, cannibalism and taxidermy.

The book was spiral-bound; authors surmised that this may have meant that an adult helped professionalize the work. The co-author, who is now an adult diagnosed with a mental illness and is purportedly living in a residential setting, said the book was for a creative writing project.

"There is no clear indication in the educational records that school staff carefully reviewed or were otherwise explicitly aware of the contents," the authors of the report wrote.

"Mental health professionals contributing to this report determined that the content of 'The Big Book of Granny' can only be described as extremely abhorrent and, if it had been carefully reviewed by school staff, it would have suggested the need for a referral to a child psychiatrist or other mental health professional for evaluation," authors wrote.

Lanza went on to attend Newtown Middle School, but during 7th grade he struggled with social, emotional and communication. Intensity increased and he was withdrawn from school.

He then transferred to a local Catholic school where he reportedly became obsessed with religion.

One teacher reported that Lanza didn't participate in class and when instructed to write a page or two about what they wanted to talk about, Lanza would write 10 pages about battles, destruction and war.

He eventually was withdrawn from that school as well and did not return to school in 8th grade. He did return to school in 9th grade and was at first slowly eased back into school life with the help of individual tutoring.

An Individualized Education program, also called a Planning and Placement Team composed of teachers, Lanza's parents and other professionals team met in January of 2007 during his freshman year. He was classified as eligible for special education under the primary disability of Other Health Impairment, instead of the more apt Autism or Emotional Disturbance category, according to the report.

**His education plan was crafted almost entirely without reference to his social-emotional difficulties.** A district psychologist and the Yale Child Study Center communicated after the IEP meeting. Another IEP occurred in May 2007, but no reference



was made to Yale recommendations.

Lanza continued onto 10th grade and integrated more with other students. Records reflected an ongoing underestimation of his actual disabilities. A community psychiatrist diagnosed him with Asperger's Syndrome, but Yale Child Study Center clinicians did not conclude that he definitely had the disorder. He did however have severe anxiety and extensive needs, according to the Yale diagnosis.

Lanza took several classes, but that didn't last beyond a few months. He joined the technology club and socialized with members and the club's faculty advisor.

Lanza then entered 11th grade and was educated between classes and tutoring. He acquired enough credits to graduate a year early.

He also took classes at Western Connecticut State University during 11th grade.

**After that time Lanza increasingly became more isolated**, according to the report. He would sometimes play Dance Dance Revolution with his brother and his one friend.

His one friend told investigators that the two talked about a number of topics including computers, chimp society, human nature, morality, prejudice and occasionally about family members. They also occasionally talked about mental health or depression, but Lanza never indicated he was diagnosed with anything.

According to the friend, Lanza was capable of emotion, laughing, smiling and making jokes, but wasn't overly expressive.

The two also shared a mutual interest in mass murderers and serial killers. The relationship ended in June 2012 after an argument.

Lanza's research on his computer about mass murderer's began in 2011 and accelerated from there. In July 2012 he wrote to a cyber acquaintance about his interest in mass murders and his "enthusiasm" over the Virginia Tech mass shooting. He also said, "I don't care about anything. I'm just done with it all."

The authors didn't have answers as to whether Lanza's mother ever monitored his Internet usage.

"It may be that AL (Adam Lanza) fostered and nurtured his obsessive interest in mass murder because there was no parental oversight of his online and electronic activities ... However, authors must emphasize that supervision and at least awareness of an adolescent's online activities is very important, particularly so when the youth's mental and physical well-being is already in question."

Lanza's mother also indicated that she planned to move either to Washington state or North Carolina. She indicated to a friend that if she moved to Washington she would enroll

her son in a “special school.”

A friend also told investigators that Nancy Lanza told her that Adam hadn’t left his room for three months and that he would only communicate via email.

**Adam Lanza sustained a head injury the night before his mother was to leave for a trip to New Hampshire.** She did end up going on the trip and returned on Dec. 13, 2014, one day before the shooting.

Lanza had visited the Sandy Hook Elementary school website on numerous occasions and viewed security procedures at the school, according to the report. He had a purposefully thought-out and planned attack and didn’t just “snap.”

Although authors said they couldn’t definitely say what led him to commit such an atrocious act of violence, they do note there was a cascade of events.

He was no longer attending school and he didn’t have a job. His one relationship with a friend was severed months before the shooting, he had virtually no contact with his family and was in virtually complete isolation. He may have also feared losing his home in Newtown and that there would be a change of relationship with his mother.

**Meanwhile, his primary obsession became about mass murders,** and he found a group of like-minded individuals online.

He had “profound anorexia,” weighing in at 112 pounds despite being 6-feet-tall. His mental health needs weren’t being addressed.

One of the reports primary authors, Dr. Julian Ford, of the Department of Psychiatry, Center for Trauma Recovery and Juvenile Justice at the University of Connecticut Health Center, said in a [press conference Friday](#) that many recommendations on how to treat Lanza went unheeded and that his mother wanted to keep him sheltered and didn’t think recommended treatment would work. He was also experiencing increased isolation, which was likely another factor.

## Week 14, Lesson 2

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Factors that Impact Child Development: The Problem of Bullying

#### OBJECTIVES

- Summarize Adam Lanza's profile and present your theory of how bullies are made.
  - Watch a video that presents a theory about how bullies are made.
  - Summarize and compare theories.
- 

#### MATERIALS

##### Activity #1:

- Classroom Resource: Flip chart paper and markers.

##### Activity #2:

- Video: *How to Make a Bully From Scratch*  
<http://consciousdiscipline.com/bookstudy/chapter-9.asp> (running time: 10:09)


#### HOMEWORK

- Handout (attached): Make one copy for each student.  
*Mass Murderers Fit Profile, as Do Many Others Who Don't Kill*  
[http://www.nytimes.com/2015/10/04/us/mass-murderers-fit-profile-as-do-many-others-who-dont-kill.html?\\_r=0](http://www.nytimes.com/2015/10/04/us/mass-murderers-fit-profile-as-do-many-others-who-dont-kill.html?_r=0)
- 

#### ACTIVITY #1: Summarize Adam Lanza's Profile and Present Your Theory of Why – 40 minutes

- Tell students they are going to a brief presentation using the Adam Lanza article to back up their own theory about why there are mass murderers like him.
  - Ask:
    - What is the profile for Adam Lanza?
    - What kinds of things show you he was having problems in his life?
  - Go round robin and write down student answers on the board.
  - Ask students to:
    - Choose details from Adam Lanza's profile that show you that their theory for why he was a mass murderer makes sense.
    - Write these details down and put them in an order that would make sense for a summary.
  - Tell each student to create a very quick two-minute presentation that includes:
    - Their theory of why some people become mass murderers.
    - The evidence from the article that shows that Adam Lanza had the characteristics they would expect a mass murderer to have.
    - A quote from the article that most strongly supports their theory.
  - Allow students to use flip chart, paper, markers, or other presentation materials.
  - Have students give their presentations. After each, ask:
    - Is this theory similar or different from others in the classroom? How?
-

### ACTIVITY #2: Watch a Video that Presents a Theory about How Bullies Are Made – 40 minutes

- Tell students that they will now revisit the *Conscious Discipline* website to view a video on this topic.
  - Write the following on the board:
    1. Children 0-3 years of age
    2. Children 3-5 years of age
    3. Children 5-8 years of age
    4. Children 8-12 years of age
    5. Teenagers
  - Have students count off by five and assign them to the age categories listed on the board based on their number.
  - Tell students that they only have to take notes when the speaker is talking about children who are at the age assigned to their group. Any other notes they want to take are up to them.
  - Play the video by:
    - Clicking on the link.
    - Clicking on Chapter 9 : *How to Make a Bully From Scratch*.
    - Clicking on the video.
- 

### ACTIVITY #3: Summarize and Compare Theories – 40 minutes

- After watching the video, put students in the five groups from Activity #2 and have them:
    - Discuss the video and come up with a summary.
    - Discuss what is happening to children and what is pushing them towards becoming a bully or a victim.
  - When groups are ready, ask:
    - What is the theory presented in this video?
  - Ask the groups in order from 1-5 to:
    - Give their summaries.
    - Explain what is going on with children in the assigned age group.
  - Have an open discussion with the whole class around:
    - How their theories compare with the one in the video?
    - How convincing they find the theory in the video? Why?
    - Can they relate the theory to brain science?
    - Can they relate this theory to attachment theory?
    - What is the role of early childhood educators in the video's theory?
- 

### HOMEWORK

**READ:** Have students read *Mass Murderer Fit Profile, as Do Many Others Who Don't Kill*  
[http://www.nytimes.com/2015/10/04/us/mass-murderers-fit-profile-as-do-many-others-who-dont-kill.html?\\_r=0](http://www.nytimes.com/2015/10/04/us/mass-murderers-fit-profile-as-do-many-others-who-dont-kill.html?_r=0) and:

- Underline the sections that help describe the profile of mass murderers.
- Choose those descriptions that support the video's theory about these men.

**JOURNAL WRITING:** Have students write in their journal and answer the following prompts:

- What would Becky Bailey say is the reason that the mass murderers are the way they are?
- Why would she think some people with the profile described in the article are mass murderers and some are not?

## Mass Murderers Fit Profile, as Do Many Others Who Don't Kill

**Source:** [http://www.nytimes.com/2015/10/04/us/mass-murderers-fit-profile-as-do-many-others-who-dont-kill.html?\\_r=1](http://www.nytimes.com/2015/10/04/us/mass-murderers-fit-profile-as-do-many-others-who-dont-kill.html?_r=1)

By N. R. KLEINFELD, RUSS BUETTNER, DAVID W. CHEN and NIKITA STEWART OCT. 3, 2015

They have become one of the most notorious and alarming stripes of evil. People who, when you think back, seemed off. Didn't dress right. Kept to themselves. Were nursing a bitterness that smoldered inside of them.

And then they picked up guns and went out and killed as many as they could.

In the aftermath, the same questions arise: Why didn't everyone know? Why weren't they stopped?

Now those questions are being asked about Christopher Harper-Mercer, who for reasons yet to be deciphered slaughtered nine people at Umpqua Community College in Roseburg, Ore., on Thursday. They have been asked about the man who killed nine people in a church in Charleston, S.C., in June. The man who killed six people in Isla Vista, Calif., last year. The man who killed a dozen people at the Washington Navy Yard in 2013.

And so forth.

What seems telling about the killers, however, is not how much they have in common but how much they look and seem like so many others who do not inflict harm.

Weaving a profile of the public mass murderer, drawing on threads that have been identified, can reveal the broad contours of a certain type of individual. But those contours are indistinct enough to apply to countless others — the recluse next door with poor hygiene who never speaks — who will never pick up a gun and go out and murder.

"The big problem is that the kind of pattern that describes them describes tens of thousands of Americans — even people who write awful things on Facebook or the Internet," said James Alan Fox, a criminologist at Northeastern University who has studied and written about mass murderers. "We can't round up all the people who scare us."

The mass public killings that have drawn such intense public attention are a phenomenon that largely did not occur until two generations ago.

Grant Duwe, a criminologist with the Minnesota Department of Corrections, has studied more than 1,300 mass murders that took place from 1900 to 2013. Of them, he classifies 160 as mass public shootings, ones in which at least four people were shot and killed in a

concentrated period, excluding those in family settings or involving other crimes. There were few before the 1960s. The episode, Dr. Duwe said, that some academics view as having “introduced the nation to the idea of mass murder in a public space” happened in 1966, when Charles Whitman climbed a tower at the University of Texas at Austin and killed 16 people.

Using data compiled by Dr. Duwe, the Congressional Research Service released a report this year that charted an increase in these shootings since then, from an average of one per year during the 1970s to four in the 2000s and a slight uptick in the last few years. The figures, however, are subject to intense debate, mainly over how to properly define the shootings.

Those who study these types of mass murderers have found that they are almost always male (all but two of the 160 cases isolated by Dr. Duwe). Most are single, separated or divorced. The majority are white. With the exception of student shooters at high schools or lower schools, they are usually older than the typical murderer, often in their 30s or 40s.

They vary in ideology. They generally have bought their guns legally. Many had evidence of mental illness, particularly those who carried out random mass killings. But others did not, and most people with mental illness are not violent.

“They’re depressed,” Dr. Fox said. “They’re not out of touch with reality. They don’t hear voices. They don’t think the people they’re shooting are gophers.”

### **‘History of Frustration’**

They do not fit in. Their most comfortable companion is themselves. According to Dr. Fox, mass killers tend to be “people in social isolation with a lack of support systems to help them through hard times and give them a reality check.”

“They have a history of frustration,” he went on. “They externalize blame. Nothing is ever their fault. They blame other people even if other people aren’t to blame. They see themselves as good guys mistreated by others.”

Jeffrey Swanson, a professor of psychiatry and behavioral sciences at the Duke University School of Medicine, said these individuals often feel they do not belong, yet frequently live in “smaller town settings where belonging really matters.”

Mr. Harper-Mercer showed signs of such isolation and despair. Like others, he appeared smitten by past mass killers. “They see them as heroes,” Dr. Fox said. “Someone who wins one for the little guy.”

Elliot O. Rodger, a 22-year-old California college student, had not had any friends since grade school. What little interactions he had seemed to be online, while playing the video game World of Warcraft. Many mass killers gravitate to violent video games, as do many young men in general, though this could be more a symptom of their isolation than a cause of their violence.

A parent of an elementary school classmate said her husband had refused to allow their son to spend the night with Mr. Rodger, who would hide in their home when he would visit. Simon Astaire, who served as the family spokesman, said at the time, “He was as withdrawn as any person I ever met in my life.”

As a teenager, he received a diagnosis of a developmental disorder identified in part by a difficulty interacting with others.

A man knelt across the street from the historic Emanuel African Methodist Episcopal Church in Charleston, S.C., where Dylann Roof killed nine black worshipers in June.

At Santa Barbara City College, Mr. Rodger clashed with his roommates and lived a life online. He stopped attending classes, and he posted videos about being rejected by women.

Not long before he acted, he posted a video to YouTube. It showed him sitting behind the steering wheel of his BMW, ranting about his isolation, the women who had shown no interest in him and his disappointment at being a virgin. He complained, as well, about all the sexually active men who were enjoying life more than he was.

“It all has to come to this,” Mr. Rodger said in the video. “Tomorrow is the day of retribution. The day I will have my retribution against humanity. Against all of you.”

On May 23, 2014, he stabbed three men to death in his apartment, then drove off and shot three others from his car in the crowded streets of Isla Vista. After two shootouts with sheriff’s deputies, he killed himself.

Pedro Alberto Vargas was another solitary man; he lived with his elderly mother in an apartment complex in Hialeah, Fla., and rarely spoke with anyone. One of the few people he talked to — an acquaintance at the gym — told reporters that Mr. Vargas had exercised as a way to release his anger, and that he had had bad experiences with women.

He had a checkered employment history. A graphic designer, Mr. Vargas clashed with a supervisor at Miami Dade College, his alma mater, who had written that Mr. Vargas “lacks social skills” and that “it is hard for him to accept change.”

When the college discovered in 2008 that he had downloaded inappropriate files from the Internet, including some related to violence and sex, he was forced to resign. That pattern continued at his next two jobs, with Mr. Vargas fired after brief stints.

On July 26, 2013, Mr. Vargas, 42, brought a gasoline can into his apartment. He poured the gasoline over a stack of money on the floor and lit a match. The building managers, a married couple, rushed to the apartment, and Mr. Vargas fatally shot them. He left the apartment and continued shooting, killing four more people before being killed by the police.



## **Killing Certain Strangers**

So many of the murderers end up dead. It is not possible to ask them why they killed.

The majority of mass shooters, experts believe, target specific people for specific reasons. Explicit writings or social media postings sometimes reveal their motivation. A grudge against their boss and co-workers. Or whoever happens to be at their place of employment, as was true with the rash of postal shootings. Their wives and children.

But sometimes the reasons may be clear only to them. Who knows why, nearly a year ago, Jaylen Ray Fryberg, a popular 14-year-old football player, texted two cousins and three friends to meet him in the cafeteria and then opened fire on them before killing himself at a high school outside Seattle. Four died.

He had posted cryptic messages on social media: “It breaks me. ... It actually does. ... I know it seems like I’m sweating it off. ... But I’m not. ... And I never will be able to.”

Other mass killers strike against broad categories — a religious group or immigrants or women. “They may kill strangers, but certain types of strangers,” Dr. Fox said.

In July, Mohammod Youssuf Abdulazeed, 24, targeted the American military, killing five servicemen in a shooting rampage at two military sites in Chattanooga, Tenn., before a police officer shot and killed him.

Dylann Roof, the 21-year-old white high school dropout charged in the June massacre of nine black people at Emanuel A.M.E. Church in Charleston, had registered a website where he posted a four-page screed about his quest for white supremacy.

The least common but most frightening variation is the indiscriminate public killing. When people die because they happened to be where the killer was. They simply got in his way. There is little question that Kurt Myers’s life was going poorly. At 64, he was barely scraping by in the upstate New York village of Mohawk. Residents in the area characterized him as somewhat antisocial, but he had no known history of treatment for mental illness and few interactions with law enforcement, except for a 1973 arrest for drunken driving.

A local newspaper, The Observer-Dispatch of Utica, reported that investigators had found no calls on his phone records to or from family or friends in the seven months before he acted. He had not had a job since 2006. His home was a tiny, sparsely appointed apartment.

He was clearly in financial trouble. His phone records listed 150 to 200 calls, many of them from credit-card companies trying to collect on more than \$21,000 in debt, The Observer-Dispatch reported.

On the morning of March 13, 2013, Mr. Myers is believed to have set his apartment on fire. He picked up a shotgun. He drove to a nearby barbershop, where he shot four people, killing two and critically wounding two others, and then went to a carwash and lube place



in neighboring Herkimer and murdered two more. He holed up in an abandoned bar, where he was killed by a team of state and federal officers the next day.

The Observer-Dispatch also reported that investigators concluded that Mr. Myers had not had any disagreements or much interaction at all with the people or places he went to kill. So why? No one kills over a bad haircut, a bad oil job. Why?

### **How Mentally Ill?**

Can you kill in this way and be sane?

From his research, Dr. Fox believes that in the universe of mass murderers, including the domestic killers, the robbers and the burglars, mental illness was not a significant factor. “Most involved in the family massacres are not seriously mentally ill, but vengeful,” he said.

But when it comes to seemingly indiscriminate killings like those in Oregon, that is another matter. “For the purely random attackers, that’s where you find psychotic thinking,” “The more indiscriminate, the more likely there is serious mental illness.”

Dr. Duwe, among his 160 cases of mass public killers, concluded that 61 percent had a serious mental health disorder, “or at least had some symptoms indicating that they did have one.” Paranoid schizophrenia was the most common ailment, he said, followed by depression.

There seems little question about the mental state of Aaron Alexis. In September 2013, Mr. Alexis, 34, a former Navy reservist who worked for an information technology company, planted himself above an atrium at the Washington Navy Yard and fired on everyone he saw, killing 12 of them. He was eventually shot and killed by the police.

A month before the shootings, Mr. Alexis was traveling for his job when he got into an argument with a family at an airport in Norfolk, Va. After the shooting, Glynda Boyd recalled how Mr. Alexis had asked her, “Why is she laughing at me?” He was referring to her 78-year-old aunt, who was in a wheelchair.

His paranoid episodes persisted over the next few days. After he arrived at a hotel in Middletown, R.I., he complained that he was hearing voices emanating from a kitchen, though the kitchen was not near his room. One unnerved hotel guest asked to be moved after he began knocking on doors looking for the voices.

Later, after moving to another hotel, Mr. Alexis called the police and told them that vibrations were coming from a “microwave machine.”

Navy officials said Mr. Alexis had shown a “pattern of misbehavior,” and the authorities in Newport, R.I., alerted naval police there of Mr. Alexis’ paranoia. That information never made it to superiors.

Research does show that people with serious mental illnesses, like schizophrenia, major depression or bipolar disorder, pose a modestly higher risk of violence. But most people who are mentally ill are not violent.

Dr. Swanson of Duke said studies indicated that only 7 percent of people with a diagnosed mental illnesses might do anything violent in a year, “and that is something as minor as pushing or shoving somebody.”

With many of the killers, the signs are of anger and disappointment and solitude.

“Sure, you’ve got these risk factors, but they also describe thousands of people who are never going to commit a mass shooting,” Dr. Swanson said. “You can’t go out and round up all the alienated angry young men.”

***Correction: October 3, 2015***

*An earlier version of this article misspelled the given name of the student who killed four people at a high school outside Seattle last year. He was Jaylen Ray Fryberg, not Jaylyn. It also misspelled, in one instance, the surname of an upstate New York man who killed four people 2013. As the article stated elsewhere, he was Kurt Myers, not Meyers.*

## Week 14, Lesson 3

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

#### THEME: Factors that Impact Child Development: The Problem of Bullying

#### OBJECTIVES

- Determine the profile of mass murderers from the article.
  - Watch videos on Bullying Road Signs.
  - Report out on recommendations for halting the development of bullying and victims.
- 

#### MATERIALS

##### Activity #3:


- Videos: *Bullying Road Signs* - 5 Videos  
<http://consciousdiscipline.com/bookstudy/chapter-9.asp> (running times vary)
- 

#### ACTIVITY #1: Determine the Profile of Mass Murderers from the Article – 40 minutes

- Tell students they are going to look at how the homework article supports the theory presented yesterday in the “*Building a Bully from Scratch*” video and then look at a series of videos with recommendations about how to stop bullies and victims from developing.
  - Put students into pairs and have them look at the homework article and come up with:
    - A full profile of mass murderers in general.
    - A set of quotes from the article that support the “*Building a Bully from Scratch*” video’s theory.
    - Explanations for how the quotes tie the ideas in the article to the ideas in the video.
  - Go from pair to pair to have each pair give you a feature of the description of mass murderers, writing their notes on the board. Keep going around until you have all of their descriptors.
  - Go back around to have pairs give you one quote from the article that supports the video’s theory. Make sure they can explain what the connection is. Keep going around until all the connections have been made.
- 

#### ACTIVITY #2: Watch Videos on Bullying Road Signs – 40 minutes

- Tell students we are finally going to turn to recommendations for turning the development of bullies and victims around. They will be watching videos that give clear recommendations for making big changes.
- But first, tell students to get out their journals.
- Write the following prompt on the board:
  - What do you think early childhood educators can do to stop and reverse the development of bullies and victims?
- Tell students they have seven minutes to write. Afterwards, tell students that we will compare the recommendations they wrote about in their journals with what is recommended in the videos shortly.
- Put students back in their groups from the prior lesson. Put the following on the board to help them get organized:
  - Children 0-3 years of age
  - Children 3-5 years of age

- Children 5-8 years of age
  - Children 8-12 years of age
  - Teenagers
  - Tell students they will watch five short videos, one for each age range. They will only need to take notes and report on the video that pertains to their assigned age group.
  - Watch the five videos right after another. Access them by:
    - Going to chapter 9 on the Conscious Discipline website:  
<http://consciousdiscipline.com/bookstudy/chapter-9.asp> .
    - Clicking on  *Bullying Road Signs*.
    - Clicking on each video, one after the other. The total running time for all five videos will be approximately 30 minutes.
- 

### ACTIVITY #3: Report Out on Recommendations for Halting the Development of Bullies and Victims – 40 minutes

- Ask:
    - Were the recommendations made in the videos different from the recommendations you made in your journals?
    - What did you say in your journal?
    - What kinds of recommendations were made in the videos?
    - Any surprises?
  - Tell students to work in their groups to:
    - Share notes.
    - Clearly state the recommendations that are being made for children in your age group.
  - Tell groups to report back in order, with the youngest age groups going first so everyone can hear the progression.
  - After these reports, ask:
    - Did you think early childhood educators were going to have such an important impact on society?
    - How does theory and practice presented in these videos impact your thinking about your career choice?
- 

### HOMEWORK

**WRITE:** Have students prepare for an in-class essay that:

- Summarizes the Sandy Hook Shooting.
- Summarizes the theory in the *How to Make a Bully From Scratch* video.
- Responds to the question: What are the recommendations to stop bullying?
- Responds to the question: How can preschool teachers impact society?

**TEACHER PREPARATION:** Make copies of the criteria for a good essay created in Week 9, Lesson 4, Activity #1 to pass out to students and use in the next lesson.

# Week 14, Lesson 4

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Factors that Impact Child Development: The Problem of Bullying

#### OBJECTIVES

- Write an in-class essay.
  - Conduct a peer review.
- 

#### MATERIALS

##### Activity #1:

- Handout: Make one copy for each student.  
*Criteria for a good essay* (created in Week 9, Lesson 4, Activity #1).
  - Handout: Make two copies for each student.  
*Audience Comment Page* (attached to Week 9, Lesson 4)
- 

#### ACTIVITY #1: Write an In-Class Essay- 60 minutes

- Pass out the criteria for a good essay and review it with students allowing them to add new criteria if appropriate.
  - Tell students to get their homework outlines out.
  - Go round robin and have each student read his/her I believe/thesis statement aloud.
  - Ask: Are your classmates taking similar or different stances on the essay issue?
  - Put students into pairs to hear and respond to student plans for the 45-minute essay. Write the following questions on the board to structure their interaction.
    - What is your thesis? Why did you choose this thesis?
    - What are your reasons? Can you explain each one of them to me?
    - What do you think should be done to improve society using your ideas on nature or nurture?
  - Tell pairs they are to take turns, assigning one person to be the questioner and one as the speaker. The questioner should use the questions on the board but they should also add questions that will help them understand what the person is trying to say better. When the first questioner is finished, then pairs should switch roles and repeat the process so both students can get heard.
  - Tell students to make any changes to their outline that will improve their essays.
  - Tell students that in an actual testing situation, they will need to put together their outline and then write an essay in 45-minutes. So today, they will have “extra” time for writing. They are to focus on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read their work over and make changes.
  - Time students as they write a 45-minute in-class essay.
- 

#### ACTIVITY #2: Conduct a Peer Review- 60 minutes

- Tell students they will now provide constructive feedback on each other's essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.

- Ask students: What kinds of things would happen when others are reading your work that would NOT make you feel happy and comfortable?
  - Write what students say on the board.
- Put students into groups of three.
- Pass out two copies of the Audience Comment Page to each student. Explain that they are going to:
  - Read the essays written by the other 2 people in their group.
  - Fill out one Audience Comment Page for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments and ask questions to the evaluators as needed.
- Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.

**TEACHER PREPARATION:** Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts.

---

## **HOMEWORK**

**WRITE:** Have students write a final draft of their essay.

# Week 15, Lesson 1

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: New Influences on Your Thinking about Child Development



Class to be held in the Technology Lab

### OBJECTIVES

- Create a plan for completing the final project.
- Begin research.

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### MATERIALS

#### Activity #1:

- Handout (attached): Make one copy for each student.  
*The PowerPoint Assignment: Influences on Your Thinking About Child Development*

#### Activity #2:

- Handout (attached): Make one copy for each student.  
*Final Project Planning Sheet*
  - Please review this sheet and make changes so that it accurately reflects all the time slots students have to use to get their Final PowerPoint ready.
- Handout (attached): Make one copy for each student.  
*PowerPoint Research: List of On-Line Links to Review*

---

### ACTIVITY #1: Present the Assignment for the Final Project – 30 minutes

- Tell students that they are nearing the end of the course and it is time to work on their final PowerPoint projects. They can use their notebook with all their readings, their journal entries, and their notes on the different videos and research they have done. Their work will be the basis for putting together the PowerPoint research.
- Pass out the PowerPoint Assignment questions and directions.
- Read the introduction and go round robin to have each student read a section or question aloud in order.
- Ask: Are there any questions?
- Have students at questions 4-9 on the *PowerPoint Assignment* sheet and select four questions that they want to work on.
  - Go round robin to have students declare the four questions that most interest them.
  - Reassure students that they can change their mind during their research process.
- Tell students they will have 40 minutes today to work on their PowerPoint, but first they have to make a plan.
- Put four columns on the board with the following headings: Research, Organizing, Drafting, Revising.
- Put students in pairs to come up with steps they would take to prepare their presentation in these four categories.

- How would they break up the work into smaller steps?
    - What order would they do them in?
  - Go from pair to pair to have each give the steps they would use go through under “Research”. Write these on the board in the first column.
    - Tell other pairs to make their additions to the “Research” column.
    - Repeat this process for each of the other columns: Organizing, Drafting, and Revising.
      - Point out where students’ planning ideas are similar and different.
  - Make sure that the following are on the board:
    - Under research, review your notes.
    - Under research, re-watch key videos.
    - Under research, search for visuals for the PowerPoint.
    - Under organize, create sample assignments that breaks up the number of slides students would work on in different time slots. Example: Work on slides 1-4, slides 5-8, etc.
  - Ask:
    - Are their plans similar to each other?
    - Does everyone’s plan need to be the same?
    - Why would students’ plans be different from each other?
      - Perhaps some students have access to computers at home some do not. How would this impact the plan?
      - Perhaps some students need to schedule more time in the Technology Lab while they are at school to do homework. Will anyone here need to do that?
      - What are some other concerns you have about getting this work finished?
      - Add any new planning steps that come up in this discussion.
- 

## ACTIVITY #2: Create a Plan for Completing the Project – 50 minutes

- Tell students they are now going to make their own plan for the final project and check it out with each other to make sure it is realistic and doable.
- Pass out the *PowerPoint Assignment* sheet and the *Final Project Planning Sheet*. Explain that:
  - Students have all week to complete a draft of their PowerPoint.
  - They will have the first class next week to edit and revise their presentations. Then, they will be giving their presentations.
  - Students need to select the steps they know they will need to take. Ask:
    - What do you need to complete your research?
      - What different kinds of research do you need to do?
        - Review notes
        - Watch videos
        - Review readings
        - Select key quotes
        - Select key visuals
    - Which PowerPoint assignment questions will they complete and when?
- Give students time to put together their plans.
- Use a “speed dating” process to get feedback on plans. This means students will quickly show their plans to three people and get feedback. In return, they will look at the plans of three of their classmates to provide feedback.
- After “speed dating”, ask:
  - Did seeing each others’ plan help you improve your plans? How?
  - Are people’s plans similar? Did anyone find some differences?
- Have a few students share their plans. After each student shares, ask:
  - Does this sound like a solid plan?



- Why or why not?
  - What are your recommendations?
- 

### **ACTIVITY #3: Put Your Plans into Action – 40 minutes**

- Have students start their research by:
    - Reviewing their notes.
    - Reviewing key videos.
    - Reviewing their readings.
- 

### **HOMEWORK**

**COMPLETE:** Students complete what they have assigned themselves on their planning sheets.

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## **THE POWERPOINT ASSIGNMENT: INFLUENCES ON YOUR THINKING ABOUT CHILD DEVELOPMENT**

The PowerPoint presentation for the final project will utilize all your readings and writings from the course. The presentation should answer these questions. However, the questions themselves should not be included in the slides.

**All presentations should begin with slides that answer these three questions. You can use one slide for the first 2 questions and more than one slide for question number 3.**

13. What is your presentation about?
14. What are you going to do in your presentation?
15. What's your opinion on the nature vs. nurture debate? Have your views changed or been strengthened during this course? How?

**Choose 4 of these six questions to incorporate into your presentation. Choose those parts of the class that have had the most influence on your thinking. These questions will require more than one slide, as you need to describe the topic of the question and then talk about how that topic has influenced you.**

16. What new knowledge of child development has influenced your thinking?
17. What aspects of brain science have influenced your thinking? How?
18. Did the experiments of Harry Harlow influence your thinking? How?
19. How has attachment theory influenced your thinking?
20. How has "How to Make a Bully from Scratch" influenced your thinking?
21. How has "Bully Road Signs" influenced your thinking?

**All presentations should answer this final question:**

22. What are some of the classroom practices you would want to adapt as an early childhood educator? Why have you chosen these practices?

### **Additional Presentation Requirements:**

- Include at least three visuals as part of the presentation. The more appropriate visuals the more your audience will be engaged.
- Include at least three quotations that are significant to the way you now think about early childhood education.

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### FINAL PROJECT PLANNING SHEET

| AVAILABLE TIME               | GOALS PER TIME SLOT |
|------------------------------|---------------------|
| Class #1: 40 minutes         |                     |
| <b>Homework</b>              |                     |
| Class #2: 100 minutes        |                     |
| <b>Homework</b>              |                     |
| Class #3: 100 minutes        |                     |
| <b>Homework</b>              |                     |
| Class #4: 100 minutes        |                     |
| <b>Homework over Weekend</b> |                     |

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## POWERPOINT RESEARCH: LIST OF ON-LINE LINKS FOR REVIEW

### Nature vs. Nurture

- Twins: Is it all in the genes? – (Video):  
<https://www.youtube.com/watch?v=Wd5Y3-F79LY>
- Nature vs. Nurture- Video  
<https://www.youtube.com/watch?v=8mvZ4EbPbME>
- Nature or Nurture-(Video):  
<http://www.sciencechannel.com/tv-shows/through-the-wormhole/videos/nature-or-nurture/>
- Change the First Five Years and You Changing Everything- (Video):  
<https://www.youtube.com/watch?v=GbSp88PBe9E>

### Child Development

- Annie Murphy Paul: What We Learn Before we Are Born-(Video):  
[https://www.ted.com/talks/annie\\_murphy\\_paul\\_what\\_we\\_learn\\_before\\_we\\_re\\_born](https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born)
- Healthy Minds: Nurturing Your Child's Healthy Development- Readings:  
<http://www.zerotothree.org/child-development/brain-development/healthy-minds.html>
- Development of Social Emotional Skills- Readings:  
<http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>
- Development of Self Control- Readings:  
<http://www.zerotothree.org/child-development/social-emotional-development/control-yourself-how-young-learn-self-control-0-3.html>

### Brain Science

- In Brief: The Science of Child Development-Video:  
[http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief\\_series/inbrief\\_science\\_of\\_ecd/](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_science_of_ecd/)
- Experiences Builds Brain Architecture- Video:  
[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/brain\\_architecture/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/brain_architecture/)
- Serve and Return Interaction Shapes Brain Circuitry- Video:  
[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/serve\\_and\\_return/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/serve_and_return/)
- Toxic Stress Derails Healthy Development- Video:  
[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/toxic\\_stress/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/)

## **Classroom Practices**

- High Scope Video Clips:  
<http://www.highscope.org/Content.asp?ContentId=381>
- Conscious Discipline- Videos:  
<http://consciousdiscipline.com/bookstudy/>

## **Harlow's Experiments**

- Food or Security? Harlow's Studies on Monkeys' Attachment- Video:  
<https://www.youtube.com/watch?v=hsA5Sec6dAI>
- Harlow's Monkey Studies- Video:  
<https://www.youtube.com/watch?v=weXEaTKckzY>

## **Ainsworth's Life and Work**

- Ainsworth and Attachment Part – (Video):  
<https://www.youtube.com/watch?v=4HHTohtXEq8>
- Ainsworth and Attachment Part 2 – (Video):  
<https://www.youtube.com/watch?v=QZdILS2eTPU>
- Ainsworth and Attachment Part 3 – (Video):  
<https://www.youtube.com/watch?v=9HG05AIIH6Y>

## **Bullies and Victims and Recommended Classroom Practices**

- How to Make a Bully From Scratch- Videos  
<http://consciousdiscipline.com/bookstudy/chapter-9.asp>
- Bullying Road Signs-5 Videos:  
<http://consciousdiscipline.com/bookstudy/chapter-9.asp>



## Week 15, Lessons 2-4

### Early Childhood Education High Intermediate Adult Basic Education (ABE)

**THEME:** New Influences on Your Thinking about Child Development

#### OBJECTIVES

- Work on final project assignments.
- 

#### MATERIALS

##### Activity #1:

- Student Work: Students bring their notebooks, readings, and writings as source material.
- 

#### ACTIVITY #1: Students Work On Their Own Final Project Assignments – 120 minutes

- Before students start their work each day of this week, ask them:
    - What homework were they able to complete for today?
      - Go round robin to have students state the work they completed at home.
    - What would they like to complete today?
      - Go round robin to have students make their declarations.
  - Have students work on their presentation while you, the teacher, circle around to troubleshoot issues students might be having.
  - Before students leave each day, ask:
    - What were you able to complete today?
    - Do you need to make any adjustments to your planning sheet?
    - What is your goal for homework tonight?
- 

#### HOMEWORK

**COMPLETE:** Have students complete what they have assigned themselves on their planning sheets.



# Week 16, Lessons 1-3

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

### THEME: Give Your PowerPoint Presentation

#### OBJECTIVES

- Formally present PowerPoint presentations.
  - Evaluate presentations according to the criteria for a good presentation.
- 

#### MATERIALS

##### Activity #1:

- Classroom Resource: Equipment needed for PowerPoint presentations.
  - Handout: Make one copy for each student.  
*Criteria for a Good PowerPoint Presentation (created in Week 10, Lesson 3)*
- 

#### ACTIVITIES #: PowerPoint Presentations – 120 minutes

- Distribute a printed version of the student criteria for presentations from Week 10, Lesson 3.
- Have listeners fill out the criteria after they have listened to each presentation.
- After each presentation, conduct a discussion by asking:
  - What questions do you have for the presenter about his or her career?
  - What really worked in the presentation?
  - What needs further clarification?

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# Week 16, Lesson 4

## Early Childhood Education High Intermediate Adult Basic Education (ABE)

**THEME:** Celebration

**OBJECTIVES**

- Celebrate student achievements!
- 

**MATERIALS**

Activity #1:

- Classroom Resource: Party supplies.
  - Handout: Certificates for students.
- 

**ACTIVITY #1: Celebration Prompts**

- Go around the room to ask students what they have learned. Cheer for students after they speak.
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.