



NAEYC Professional Standards

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1 : Promoting Child Development and Learning

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level –“Birth through Second Grade” Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity
- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.

EDU 234
Module
11/24/14

Key Assessment

Developmentally Appropriate Design of a Toddler Classroom

Space and Furnishings:

5.1 Ample indoor space for children, adults, and furnishings (Ex. children and adults can move around freely furnishings to do not crowd room; space for equipment needed by children with disabilities; spacious open area for children to play).

My design allows the centers to be placed next to one another; shelves separate the centers but each center is accessible from the center next to it. My design also shows while there is ample space there is not too much space to prevent running in the classroom.

7.3 Floors, walls, and other built-in surfaces made of easy-to-clean materials (Ex. washable floors/floor covering and paint/wallpaper, counters, and cabinets have easy to clean surfaces).

Carpet in the centers provide safety and comfort to children while they are playing and learning. Tile floors in the eating area, diaper changing area, near the bathrooms, the children's sink area and near the entrance/exits provides quick and easy clean up. Cleaning supplies are kept in diaper changing area and are easily accessible with a key for diaper table cleaning etc. Table, bathrooms, and counters are easily to clean as well.

My design provides a closet in the block area that allows the nap mats to be stored there and pulled out during nap time. These mats are separated by individual vinyl allowing mats not to touch. Bedding is washing washed once a week and children are placed in the same sleep area every day.

Personal Care Routines

5.1 Staff greet each child and parent and provide pleasant organized departure (Ex. conversation on arrival; clothes ready for departure).

Star student of the month near the entrance to the classroom, the bulletin board near cubbies with any current information and the sign in sheet at cubbies all create ample opportunity for pleasant conversation between the teachers and parents. Dirty clothes, artwork, calendars and important information, etc are placed in the cubby ready for the child's departure.

5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see.

My classroom layout shows the teacher records daily what the child eats, when the child had diaper changes, and when the child naps and any other important information the parents may need to know (Ex. when the child needs more diapers).

7.1 Friendly, relaxed atmosphere that encourages parents to spend time in classroom at drop off and pick up times (Ex., parent and staff chat while child gets settled; parent reads to child).

My classroom is set up in a way to encourage parents to spend time in the classroom when they are dropping off and picking up their child. The pleasant atmosphere encourages parents to interact with their child in centers or with the teacher upon arrival or departure. Listed information about upcoming events encourages parents to participate in classroom activities (Ex. picnics, festivals, and parades).

Activities

5.1 Many and varied appropriate fine motor materials accessible for much of the day

Each center has toys and opportunity for children to enhance their fine motor skills in my classroom design.

5.2 Materials are well-organized (Ex. similar toys stored together; sets of toys in separate containers, toys picked up, sorted, and restored as needed).

My classroom centers offer similar toys to be located in the same area with similar toys stored together (Ex. two different types of blocks for children to play with). Shelves and containers allow toys to be stored separately and toys that become a hazard will be taken out and replaced with rotating toys.

7.1 Materials are rotated to provide variety

Extra toys that are to be rotated is stored in the closet in the block area of my classroom. Rotating toys keeps the interest of the children which creates a positive learning environment.

Art

7.1 A variety of material is introduced as children are ready. A variety of materials is introduces as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and two).

Art supplies are kept in the locked cabinets and the teachers use these supplies under close supervision and when the children are ready. All items used for art are age appropriate.

Music and Movement

5.4 Recorded music is used at limited times and with a positive purpose (Ex. quiet music at nap put on for dancing and singing).

My room design allows children to be introduced to different types of soft music playing during nap time.

Blocks

7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.

I understand the importance of a variety of shapes, sizes, and textures of blocks in the center. My block center will include three different sets meeting these standards.

7.2 Variety of accessories including transportation toys, people, animals.

For added play and learning experience accessories are included in the block area.

7.3 Staff do simple block play with children

For added learning experiences staff will play in the block area with the children. Children learn from the modeling play by the teacher and this also shows the children they are important.

Dramatic Play

5.2 Props represent what children experience in everyday life (Ex. household routines, work, transportation).

My room design allows children to learn through play. Play food, utensils, cooking instruments, clothing, purses, & menus are all part of my room design.

5.4 Some child-sized play furniture for toddlers (Ex. small sink or stove, baby stroller, shopping cart).

My dramatic play area includes child size kitchen set, table and chairs that are age appropriate.

Promoting acceptance of diversity

Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non stereotyping roles.

Not only does my reading center have books that talks about different types of diversity but books that pertain to each center (ex. cooking books/magazine in dramatic center) is in that center also allowing children to learn about diversity. Pictures of different races, cultures, genders, and abilities are placed throughout the classroom on the level of the children.

1b : Knowing and understanding the multiple influences on development and learning

These documents are inlined:

- EDU 153 Final Menu (3).docx



Weekly Menus

Week of: March 3-7 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/4 Cup Oatmeal 1/2 serving Banana	3/4 Cup 2% Milk 1/2 Bagel w/cream cheese 1/2 Cup Strawberries	3/4 Cup 2% Milk 1/3 Cup Cheerios 1/2 Cup Kiwi slices	3/4 Cup 2% Milk 1/2 serving French Toast 1/2 Cup Baked apples	3/4 Cup 2% Milk 3/4 egg scrambled with sausage 1/2 Cup oranges wedges
LUNCH	3/4 Cup 2% Milk Chicken Enchilada 1 1/2 oz Chicken 1/2 serving Tortilla 1/2 Cup Fruit Salad 1/2 Cup Fiesta Corn	3/4 Cup 2% Milk Hamburger on Bun 1 1/2 oz hamburger 1/2 Bun 1/2 Cup Peaches 1/2 Cup peas	3/4 Cup 2% Milk Fish Sticks 1 1/2 oz Fish 1/4 Cup Rice 1/2 Cup Pears 1/2 Green Beans	3/4 Cup 2% Milk Pork Chops 1 1/2 oz Pork chop 1/2 Serving Biscuit 1/2 Cup Mashed Potatoes 1/2 Cup Broccoli	3/4 Cup 2% Milk Grilled Cheese 1 1/2 cheese 1/2 slice bread 1/2 Cup Tomato Soup 1/2 Cup cucumber slices
SNACK	1/2 Cup 2% Milk 2 oz Yogurt 1/2 cup Blueberries	1/2 Cup 2% Milk 1 serving Egg Roll/wonton wrappers	1/2 Cup 2% Milk 1 soft Pretzel 1/2 oz cheese dip	1/2 Cup 2% Milk 1/2 Cup Jello W/ Fruit Cocktail	1/2 Cup Grape Juice 1/2 serving Granola bar w/fruit

This Menu follows the NAEYC and CACFP Food Guidelines

Substitutions will be available due to:
allergies, cultural beliefs, and as needed
for the health and safety of a child.



Weekly Menus

Week of: March 10-14 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/2 Serving Banana Nut Muffin 1/2 Cup sections Grape fruit/seeded	3/4 Cup 2% Milk 3/4 Cup Corn Chex 1/2 Cup Melon Cubes	3/4 Cup 2% Milk Veggie Omelet 1/2 Cup mixed vegetables 1/2 Slice Wheat Toast	3/4 Cup 2% Milk 1/2 Serving Waffles 1/2 Cup Plums Slices	3/4 Cup 2% Milk 1/4 Cup Malt-o-meal 1/2 cup mixed Strawberries/blueberries
LUNCH	3/4 Cup 2% Milk Chicken Noodle Soup 1 1/2 oz Chicken 1/4 Cup Noodles 1/2 Cup C. Carrots 1/2 Asparagus	3/4 Cup 2% Milk Pork Chow Mein 1 1/2 oz Pork 1/4 Cup Chow Mein Noodles 1/2 Cup Mixed vegetables (cabbage, broccoli, bean sprouts, etc) 1/2 Cup mixed fruit	3/4 Cup 2% Milk Beef Taco's 1 1/2 oz Hamburger 1/2 serving Tortilla 1/2 Cup Lettuce/Tomato 1/2 Cup Applesauce	3/4 Cup 2% Milk Corndogs 1 1/2 oz Hotdog 1/4 Cup Pasta Salad 1/2 Cup Apple slices 1/2 Cup Zucchini	3/4 Cup 2% Milk Fried Chicken 1 1/2 oz Chicken 1/2 Serving Rolls 1/2 Serving Baked Potato 1/2 Cup Peas
SNACK	1/2 Cup 2% Milk 1/2 Serving Pizza Biscuits	1/2 Cup 2% Milk 1 Fortune Cookie 1/2 Serving Peanut Butter Cookies	1/2 Cup 2% Milk 1/2 Serving Sopapillas w/ Mixed berries	1/2 Cup 2% Milk 1/2 Serving Egg Salad on Wheat Crackers	1/2 Cup Orange Juice 1/2 Serving Rice Krispy Treat

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.



Weekly Menus

Week of: March 17-21 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/2 Serving Coffee Cake 1/2 serving Banana	3/4 Cup 2% Milk 1/3 Cup Cheerios 1/2 Cup Raspberries	3/4 Cup 2% Milk 1/2 Serving English Muffin with egg 1/2 Cup Strawberry slices	3/4 Cup 2% Milk 1/2 Serving French Toast 1/2 Cup Kiwi Slices	3/4 Cup 2% Milk 1/4 Cup Oatmeal 1/2 Mango Slices
LUNCH	3/4 Cup 2% Milk Shrimp Casserole 1 1/2 oz Shrimp 1/4 Cup Rice 1/2 Cup watermelon Cubed 1/2 Serving Corn on the Cob	3/4 Cup 2% Milk Bologna Sandwich 1 1/2 oz Bologna 1/2 slice Bread 1/2 Cup lettuce/Tomato 1/2 Cup Pineapple Chunks	3/4 Cup 2% Milk Spaghetti with Meat Sauce 1 1/2 oz Hamburger 1/4 Cup Noodles 1/2 Cup Tossed Salad w/dressing 1/2 Cup Peaches/diced	3/4 Cup 2% Milk Cheese Omelet 1/2 oz Cheese 1/2 slice Toast w/ Butter 1/2 Cup Green Apple Wedges 1/2 Cup Nectarines	3/4 Cup 2% Milk Ham 1 1/2 oz ham 1/2 serving Hawaiian roll 1/2 Cup German Potato Salad 1/2 Cup Green Bean Casserole
SNACK	1/2 Cup Apple Juice 1/2 serving Peanut Butter Sandwich	1/2 Cup 2% Milk 1/2 Serving King Cake	1/2 Cup 2% Milk Yogurt Sundays 2 oz Yogurt 1/4 Cup Granola	1/2 Cup 2% Milk 1/2 Mixed Veggies & Dip (Carrots/Celery Cucumbers, Tomato, Broccoli)	1/2 Cup Grape Juice 1/2 Ounce Cheese Slices Crackers

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.



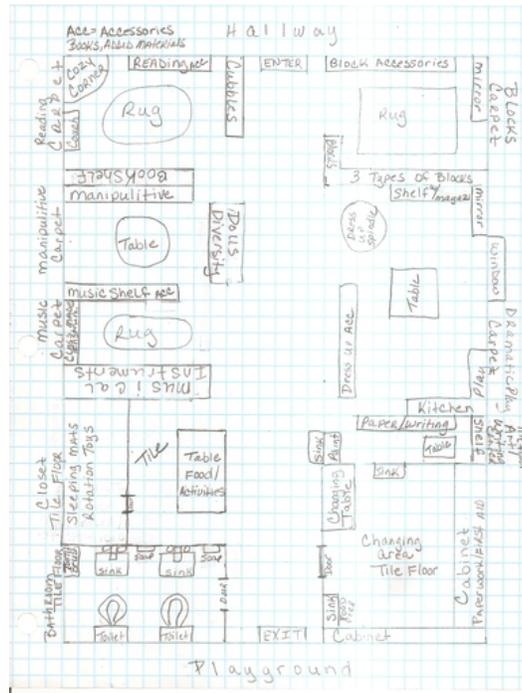
Weekly Menus

Week of: March 24-28 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/3 Cup Kix Cereal	3/4 Cup 2% Milk 1/2 Serving Blueberry Muffin 1/2 Cup Pears	3/4 Cup 2% Milk 1/2 Serving Sconces 1/2 Cup Peaches	3/4 Cup 2% Milk 1/3 Cup Wheaties 1/2 Cup Apple slices	3/4 Cup 2% Milk Biscuit & Gravy 1/2 Serving Biscuit 1/2 Serving Banana
LUNCH	3/4 Cup 2% Milk Beef Stew 1 1/2 oz Stew Meat 1/2 Serving Cornbread 1/2 Cup Mixed Vegetables (onion, corn,beans,carrots etc) 1/2 Cup Cantaloupe slices	3/4 Cup 2% Milk Lasagna 1 1/2 Hamburger 1/4 Cup Noodles 1/2 Cup Orange Jello Salad/ Mandarin Oranges 1/2 Cup Cauliflower	3/4 Cup 2% Milk Pizza 1 1/2 oz Cheese 2 Bread Stick 1/2 Cup Carrots/celery/dip 1/2 Cup Honeydew melon	3/4 Cup 2% Milk Chicken Strips 1 1/2 oz Chicken 1/2 Slice Rye Bread 1/2 Cup Mashed Sweet Potato 1/2 Cup Applesauce	3/4 Cup 2% Milk Steak Fajita 1 1/2 oz Steak 1/4 Cup Mexican Rice 1/2 Cup Mixed Vegetables (red, yellow peppers, onions, avacodo & Guac) 1/2 Cup Raw Pears Sliced
SNACK	1/2 Cup 2% Milk 1/2 Serving Peach Muffins	1/2 Cup 2% Milk 1/2 slice Toast w/ Peanut Butter	1/2 Cup 2% Milk 1/2 Serving Cherry Cobbler	1/2 Cup 2% Milk 1/2 serving Hummas	1/2 Cup Grape Juice 2 Mozzarella Sticks w/Marinara Sauce

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.

1c : Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments



These documents are inlined:

- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 Final KA Planning Changes to the Environment Form.docx
- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 234 Key assesment.docx

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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<p style="text-align: center;">Art Painting with emergency vehicles</p> <p>-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper http://www.preschool-plan-it.com/community-helpers-police.html</p> <p>Emergency Vehicles/Stencils</p>	<p style="text-align: center;">Library</p> <p>1)Emergency Vehicles by: Penelope Arlon http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601</p> <p>2)See How They Go: Emergency Vehicles: by DK Publishing http://www.barnesandnoble.com</p> <p>3)Ambulance in Action! (Busy Wheels) by Peter Bently http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398</p> <p>4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers</p> <p>5) Richard Scarry's A Day at the Fire Station by Huck Scarry http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455</p> <p>6)Flashing Fire Engines, by Tony Mitton http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/</p> <p>7)Police Hurrying Helping Saving Author: Patricia Hubbell http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457</p> <p>8) Big Mike's Police Car by Leslie McGuire http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344</p> <p>9) Policeman's Safety Hints by Giovanni Caviezel, http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196</p> <p>10) Emergency! by Gail Gibbons http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281</p>	<p style="text-align: center;">Science/Discovery Studying Fingerprints with magnifying glasses</p> <p>http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/</p> <p style="text-align: center;">Safe or Not Safe http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.</p> <p>Gather Emergency Vehicle Stencils, paper and colored pencils</p> <p style="text-align: center;">Library</p> <p>Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.</p> <p style="text-align: center;">Science/Discovery</p> <p>Gather paper, pencil, magnifying glasses, ink for thumb print.</p> <p>Pictures of things that are safe and things that are not safe</p> <p style="text-align: center;">Sand and Water (Sensory)</p> <p>Gather sand emergency Vehicles and little people</p> <p style="text-align: center;">Music and Movement</p> <p>Gather Carpet Squares, music that contains different siren sounds</p> <p style="text-align: center;">Cooking</p> <p>Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils</p> <p>Gather snacks for fire truck snacks</p> <p style="text-align: center;">Computers</p> <p>Access to computer/youtube</p> <p style="text-align: center;">Outdoors</p> <p>Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.</p> <p>Boxed emergency vehicles</p> <p style="text-align: center;">Family/Community</p> <p>Plan trip to fire station and send notes home with children</p>
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<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

- | | |
|---|---|
| <p>A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.</p> | <p>Emergency Vehicles</p> <p>A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.</p> |
| <p>B) Age Level –“Birth through Second Grade” Select an age or grade level.</p> | <p>Older Preschool</p> |
| <p>C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.</p> | <p>Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.</p> |
| <p>D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the</p> | <p>Domain-Approaches to Play and Learning</p> <p>Subdomain-Curiosity, Information-Seeking, and Eagerness</p> <p>Goal APL-2: Children actively seek to understand the world around them</p> |

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

EDU 234
Module
11/24/14

Key Assessment

Developmentally Appropriate Design of a Toddler Classroom

Space and Furnishings:

5.1 Ample indoor space for children, adults, and furnishings (Ex. children and adults can move around freely furnishings to do not crowd room; space for equipment needed by children with disabilities; spacious open area for children to play).

My design allows the centers to be placed next to one another; shelves separate the centers but each center is accessible from the center next to it. My design also shows while there is ample space there is not too much space to prevent running in the classroom.

7.3 Floors, walls, and other built-in surfaces made of easy-to-clean materials (Ex. washable floors/floor covering and paint/wallpaper, counters, and cabinets have easy to clean surfaces).

Carpet in the centers provide safety and comfort to children while they are playing and learning. Tile floors in the eating area, diaper changing area, near the bathrooms, the children's sink area and near the entrance/exits provides quick and easy clean up. Cleaning supplies are kept in diaper changing area and are easily accessible with a key for diaper table cleaning etc. Table, bathrooms, and counters are easily to clean as well.

My design provides a closet in the block area that allows the nap mats to be stored there and pulled out during nap time. These mats are separated by individual vinyl allowing mats not to touch. Bedding is washing washed once a week and children are placed in the same sleep area every day.

Personal Care Routines

5.1 Staff greet each child and parent and provide pleasant organized departure (Ex. conversation on arrival; clothes ready for departure).

Star student of the month near the entrance to the classroom, the bulletin board near cubbies with any current information and the sign in sheet at cubbies all create ample opportunity for pleasant conversation between the teachers and parents. Dirty clothes, artwork, calendars and important information, etc are placed in the cubby ready for the child's departure.

5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see.

My classroom layout shows the teacher records daily what the child eats, when the child had diaper changes, and when the child naps and any other important information the parents may need to know (Ex. when the child needs more diapers).

7.1 Friendly, relaxed atmosphere that encourages parents to spend time in classroom at drop off and pick up times (Ex., parent and staff chat while child gets settled; parent reads to child).

My classroom is set up in a way to encourage parents to spend time in the classroom when they are dropping off and picking up their child. The pleasant atmosphere encourages parents to interact with their child in centers or with the teacher upon arrival or departure. Listed information about upcoming events encourages parents to participate in classroom activities (Ex. picnics, festivals, and parades).

Activities

5.1 Many and varied appropriate fine motor materials accessible for much of the day

Each center has toys and opportunity for children to enhance their fine motor skills in my classroom design.

5.2 Materials are well-organized (Ex. similar toys stored together; sets of toys in separate containers, toys picked up, sorted, and restored as needed).

My classroom centers offer similar toys to be located in the same area with similar toys stored together (Ex. two different types of blocks for children to play with). Shelves and containers allow toys to be stored separately and toys that become a hazard will be taken out and replaced with rotating toys.

7.1 Materials are rotated to provide variety

Extra toys that are to be rotated is stored in the closet in the block area of my classroom. Rotating toys keeps the interest of the children which creates a positive learning environment.

Art

7.1 A variety of material is introduced as children are ready. A variety of materials is introduces as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and two).

Art supplies are kept in the locked cabinets and the teachers use these supplies under close supervision and when the children are ready. All items used for art are age appropriate.

Music and Movement

5.4 Recorded music is used at limited times and with a positive purpose (Ex. quiet music at nap put on for dancing and singing).

My room design allows children to be introduced to different types of soft music playing during nap time.

Blocks

7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.

I understand the importance of a variety of shapes, sizes, and textures of blocks in the center. My block center will include three different sets meeting these standards.

7.2 Variety of accessories including transportation toys, people, animals.

For added play and learning experience accessories are included in the block area.

7.3 Staff do simple block play with children

For added learning experiences staff will play in the block area with the children. Children learn from the modeling play by the teacher and this also shows the children they are important.

Dramatic Play

5.2 Props represent what children experience in everyday life (Ex. household routines, work, transportation).

My room design allows children to learn through play. Play food, utensils, cooking instruments, clothing, purses, & menus are all part of my room design.

5.4 Some child-sized play furniture for toddlers (Ex. small sink or stove, baby stroller, shopping cart).

My dramatic play area includes child size kitchen set, table and chairs that are age appropriate.

Promoting acceptance of diversity

Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non stereotyping roles.

Not only does my reading center have books that talks about different types of diversity but books that pertain to each center (ex. cooking books/magazine in dramatic center) is in that center also allowing children to learn about diversity. Pictures of different races, cultures, genders, and abilities are placed throughout the classroom on the level of the children.



2 : Building Family and Community Relationships

2a : Knowing about and understanding diverse family and community characteristics

These documents are inlined:

- EDU 153 Final Menu (3).docx
- EDU 153 Submit Menu Policy.docx



Weekly Menus

Week of: March 3-7 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/4 Cup Oatmeal 1/2 serving Banana	3/4 Cup 2% Milk 1/2 Bagel w/cream cheese 1/2 Cup Strawberries	3/4 Cup 2% Milk 1/3 Cup Cheerios 1/2 Cup Kiwi slices	3/4 Cup 2% Milk 1/2 serving French Toast 1/2 Cup Baked apples	3/4 Cup 2% Milk 3/4 egg scrambled with sausage 1/2 Cup oranges wedges
LUNCH	3/4 Cup 2% Milk Chicken Enchilada 1 1/2 oz Chicken 1/2 serving Tortilla 1/2 Cup Fruit Salad 1/2 Cup Fiesta Corn	3/4 Cup 2% Milk Hamburger on Bun 1 1/2 oz hamburger 1/2 Bun 1/2 Cup Peaches 1/2 Cup peas	3/4 Cup 2% Milk Fish Sticks 1 1/2 oz Fish 1/4 Cup Rice 1/2 Cup Pears 1/2 Green Beans	3/4 Cup 2% Milk Pork Chops 1 1/2 oz Pork chop 1/2 Serving Biscuit 1/2 Cup Mashed Potatoes 1/2 Cup Broccoli	3/4 Cup 2% Milk Grilled Cheese 1 1/2 cheese 1/2 slice bread 1/2 Cup Tomato Soup 1/2 Cup cucumber slices
SNACK	1/2 Cup 2% Milk 2 oz Yogurt 1/2 cup Blueberries	1/2 Cup 2% Milk 1 serving Egg Roll/wonton wrappers	1/2 Cup 2% Milk 1 soft Pretzel 1/2 oz cheese dip	1/2 Cup 2% Milk 1/2 Cup Jello W/ Fruit Cocktail	1/2 Cup Grape Juice 1/2 serving Granola bar w/fruit

This Menu follows the NAEYC and CACFP Food Guidelines

Substitutions will be available due to:
allergies, cultural beliefs, and as needed
for the health and safety of a child.



Weekly Menus

Week of: March 10-14 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/2 Serving Banana Nut Muffin 1/2 Cup sections Grape fruit/seeded	3/4 Cup 2% Milk 3/4 Cup Corn Chex 1/2 Cup Melon Cubes	3/4 Cup 2% Milk Veggie Omelet 1/2 Cup mixed vegetables 1/2 Slice Wheat Toast	3/4 Cup 2% Milk 1/2 Serving Waffles 1/2 Cup Plums Slices	3/4 Cup 2% Milk 1/4 Cup Malt-o-meal 1/2 cup mixed Strawberries/ blueberries
LUNCH	3/4 Cup 2% Milk Chicken Noodle Soup 1 1/2 oz Chicken 1/4 Cup Noodles 1/2 Cup C. Carrots 1/2 Asparagus	3/4 Cup 2% Milk Pork Chow Mein 1 1/2 oz Pork 1/4 Cup Chow Mein Noodles 1/2 Cup Mixed vegetables (cabbage, broccoli, bean sprouts, etc) 1/2 Cup mixed fruit	3/4 Cup 2% Milk Beef Taco's 1 1/2 oz Hamburger 1/2 serving Tortilla 1/2 Cup Lettuce/Tomato 1/2 Cup Applesauce	3/4 Cup 2% Milk Corndogs 1 1/2 oz Hotdog 1/4 Cup Pasta Salad 1/2 Cup Apple slices 1/2 Cup Zucchini	3/4 Cup 2% Milk Fried Chicken 1 1/2 oz Chicken 1/2 Serving Rolls 1/2 Serving Baked Potato 1/2 Cup Peas
SNACK	1/2 Cup 2% Milk 1/2 Serving Pizza Biscuits	1/2 Cup 2% Milk 1 Fortune Cookie 1/2 Serving Peanut Butter Cookies	1/2 Cup 2% Milk 1/2 Serving Sopapillas w/ Mixed berries	1/2 Cup 2% Milk 1/2 Serving Egg Salad on Wheat Crackers	1/2 Cup Orange Juice 1/2 Serving Rice Krispy Treat

This Menu follows the NAEYC and CACFP Food Guidelines

Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.



Weekly Menus

Week of: March 17-21 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/2 Serving Coffee Cake 1/2 serving Banana	3/4 Cup 2% Milk 1/3 Cup Cheerios 1/2 Cup Raspberries	3/4 Cup 2% Milk 1/2 Serving English Muffin with egg 1/2 Cup Strawberry slices	3/4 Cup 2% Milk 1/2 Serving French Toast 1/2 Cup Kiwi Slices	3/4 Cup 2% Milk 1/4 Cup Oatmeal 1/2 Mango Slices
LUNCH	3/4 Cup 2% Milk Shrimp Casserole 1 1/2 oz Shrimp 1/4 Cup Rice 1/2 Cup watermelon Cubed 1/2 Serving Corn on the Cob	3/4 Cup 2% Milk Bologna Sandwich 1 1/2 oz Bologna 1/2 slice Bread 1/2 Cup lettuce/Tomato 1/2 Cup Pineapple Chunks	3/4 Cup 2% Milk Spaghetti with Meat Sauce 1 1/2 oz Hamburger 1/4 Cup Noodles 1/2 Cup Tossed Salad w/dressing 1/2 Cup Peaches/diced	3/4 Cup 2% Milk Cheese Omelet 1/2 oz Cheese 1/2 slice Toast w/ Butter 1/2 Cup Green Apple Wedges 1/2 Cup Nectarines	3/4 Cup 2% Milk Ham 1 1/2 oz ham 1/2 serving Hawaiian roll 1/2 Cup German Potato Salad 1/2 Cup Green Bean Casserole
SNACK	1/2 Cup Apple Juice 1/2 serving Peanut Butter Sandwich	1/2 Cup 2% Milk 1/2 Serving King Cake	1/2 Cup 2% Milk Yogurt Sundays 2 oz Yogurt 1/4 Cup Granola	1/2 Cup 2% Milk 1/2 Mixed Veggies & Dip (Carrots/Celery Cucumbers, Tomato, Broccoli)	1/2 Cup Grape Juice 1/2 Ounce Cheese Slices Crackers

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.



Weekly Menus

Week of: March 24-28 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/3 Cup Kix Cereal	3/4 Cup 2% Milk 1/2 Serving Blueberry Muffin 1/2 Cup Pears	3/4 Cup 2% Milk 1/2 Serving Sconces 1/2 Cup Peaches	3/4 Cup 2% Milk 1/3 Cup Wheaties 1/2 Cup Apple slices	3/4 Cup 2% Milk Biscuit & Gravy 1/2 Serving Biscuit 1/2 Serving Banana
LUNCH	3/4 Cup 2% Milk Beef Stew 1 1/2 oz Stew Meat 1/2 Serving Cornbread 1/2 Cup Mixed Vegetables (onion, corn,beans,carrots etc) 1/2 Cup Cantaloupe slices	3/4 Cup 2% Milk Lasagna 1 1/2 Hamburger 1/4 Cup Noodles 1/2 Cup Orange Jello Salad/ Mandarin Oranges 1/2 Cup Cauliflower	3/4 Cup 2% Milk Pizza 1 1/2 oz Cheese 2 Bread Stick 1/2 Cup Carrots/celery/dip 1/2 Cup Honeydew melon	3/4 Cup 2% Milk Chicken Strips 1 1/2 oz Chicken 1/2 Slice Rye Bread 1/2 Cup Mashed Sweet Potato 1/2 Cup Applesauce	3/4 Cup 2% Milk Steak Fajita 1 1/2 oz Steak 1/4 Cup Mexican Rice 1/2 Cup Mixed Vegetables (red, yellow peppers, onions, avacodo & Guac) 1/2 Cup Raw Pears Sliced
SNACK	1/2 Cup 2% Milk 1/2 Serving Peach Muffins	1/2 Cup 2% Milk 1/2 slice Toast w/ Peanut Butter	1/2 Cup 2% Milk 1/2 Serving Cherry Cobbler	1/2 Cup 2% Milk 1/2 serving Hummas	1/2 Cup Grape Juice 2 Mozzarella Sticks w/Marinara Sauce

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.

2b : Supporting and engaging families and communities through respectful, reciprocal relationships

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- EDU 153 Submit Menu Policy.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level –“Birth through Second Grade” Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

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<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

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Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

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<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

EDU 151 Thematic Unit Planning Form

Planning Changes to the Environment

Teacher: Mrs. Bennett _____

Study/Project/Topic: EDU 151 KA _____

<p>Blocks <i>Emergency vehicles added to blocks</i></p> <p>Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks)</p> <p>www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play <i>Boxed emergency Vehicles</i></p> <p>Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional.</p> <p>http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) <i>Emergency Vehicle Felt Board</i></p> <p>http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks</p> <p>Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area</p> <p>Dramatic Play</p> <p>Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall</p> <p>Manipulative</p> <p>Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme</p> <p>Art</p>
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<p style="text-align: center;">Art Painting with emergency vehicles</p> <p>-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper http://www.preschool-plan-it.com/community-helpers-police.html</p> <p>Emergency Vehicles/Stencils</p>	<p style="text-align: center;">Library</p> <p>1)Emergency Vehicles by: Penelope Arlon http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601</p> <p>2)See How They Go: Emergency Vehicles: by DK Publishing http://www.barnesandnoble.com</p> <p>3)Ambulance in Action! (Busy Wheels) by Peter Bently http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398</p> <p>4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers</p> <p>5) Richard Scarry's A Day at the Fire Station by Huck Scarry http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455</p> <p>6)Flashing Fire Engines, by Tony Mitton http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/</p> <p>7)Police Hurrying Helping Saving Author: Patricia Hubbell http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457</p> <p>8) Big Mike's Police Car by Leslie McGuire http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344</p> <p>9) Policeman's Safety Hints by Giovanni Caviezel, http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196</p> <p>10) Emergency! by Gail Gibbons http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281</p>	<p style="text-align: center;">Science/Discovery Studying Fingerprints with magnifying glasses</p> <p>http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/</p> <p style="text-align: center;">Safe or Not Safe http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.</p> <p>Gather Emergency Vehicle Stencils, paper and colored pencils</p> <p style="text-align: center;">Library</p> <p>Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.</p> <p style="text-align: center;">Science/Discovery</p> <p>Gather paper, pencil, magnifying glasses, ink for thumb print.</p> <p>Pictures of things that are safe and things that are not safe</p> <p style="text-align: center;">Sand and Water (Sensory)</p> <p>Gather sand emergency Vehicles and little people</p> <p style="text-align: center;">Music and Movement</p> <p>Gather Carpet Squares, music that contains different siren sounds</p> <p style="text-align: center;">Cooking</p> <p>Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils</p> <p>Gather snacks for fire truck snacks</p> <p style="text-align: center;">Computers</p> <p>Access to computer/youtube</p> <p style="text-align: center;">Outdoors</p> <p>Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.</p> <p>Boxed emergency vehicles</p> <p style="text-align: center;">Family/Community</p> <p>Plan trip to fire station and send notes home with children</p>
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<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.

2c : Involving families and communities in their children's development and learning

These documents could not be inlined:

- [EDU 146 FINAL KA Power Point Presentation.pptx](#)

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- EDU 153 Submit Menu Policy.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

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B) Age Level --"Birth through Second Grade" Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

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Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

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Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

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Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

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Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

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E) Resources - You will need to cite all resources used throughout the study

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topic. For example:
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(specific web site),
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Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

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G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

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- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

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J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.



3 : Observing, Documenting, and Assessing to Support Young Children and Families

3a : Understanding the goals, benefits, and uses of assessment

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- EDU 151 2KA Final Planning for Groups.docx
- edu 221 key assessment Submit.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level –“Birth through Second Grade” Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

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Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

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5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

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7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

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I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

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<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
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<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

		COGNITIVE PLAY			
		Functional (Practice)	Dramatic (Symbolic)		Organized Games (Games with Rules)
SOCIAL PLAY	Solitary	N/A	N/A		N/A
	Parallel	N/A	N/A		N/A
	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.		N/A
NON-PLAY	Unoccupied	Onlooker		Transition	Aggression
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.		There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
OTHER	Exploratory	Constructive		Rough and Tumble	Chase Games
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.		Morgan played with games with others; the boys would get the girls and then the girls would get the boys

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

3b : Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- edu 221 key assessment Submit.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level –“Birth through Second Grade” Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

	Monday	Tuesday	Wednesday	Thursday	Friday
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Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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<p style="text-align: center;">Art Painting with emergency vehicles</p> <p>-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper http://www.preschool-plan-it.com/community-helpers-police.html</p> <p>Emergency Vehicles/Stencils</p>	<p style="text-align: center;">Library</p> <p>1)Emergency Vehicles by: Penelope Arlon http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601</p> <p>2)See How They Go: Emergency Vehicles: by DK Publishing http://www.barnesandnoble.com</p> <p>3)Ambulance in Action! (Busy Wheels) by Peter Bently http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398</p> <p>4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers</p> <p>5) Richard Scarry's A Day at the Fire Station by Huck Scarry http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455</p> <p>6)Flashing Fire Engines, by Tony Mitton http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/</p> <p>7)Police Hurrying Helping Saving Author: Patricia Hubbell http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457</p> <p>8) Big Mike's Police Car by Leslie McGuire http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344</p> <p>9) Policeman's Safety Hints by Giovanni Caviezel, http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196</p> <p>10) Emergency! by Gail Gibbons http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281</p>	<p style="text-align: center;">Science/Discovery Studying Fingerprints with magnifying glasses</p> <p>http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/</p> <p style="text-align: center;">Safe or Not Safe http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.</p> <p>Gather Emergency Vehicle Stencils, paper and colored pencils</p> <p style="text-align: center;">Library</p> <p>Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.</p> <p style="text-align: center;">Science/Discovery</p> <p>Gather paper, pencil, magnifying glasses, ink for thumb print.</p> <p>Pictures of things that are safe and things that are not safe</p> <p style="text-align: center;">Sand and Water (Sensory)</p> <p>Gather sand emergency Vehicles and little people</p> <p style="text-align: center;">Music and Movement</p> <p>Gather Carpet Squares, music that contains different siren sounds</p> <p style="text-align: center;">Cooking</p> <p>Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils</p> <p>Gather snacks for fire truck snacks</p> <p style="text-align: center;">Computers</p> <p>Access to computer/youtube</p> <p style="text-align: center;">Outdoors</p> <p>Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.</p> <p>Boxed emergency vehicles</p> <p style="text-align: center;">Family/Community</p> <p>Plan trip to fire station and send notes home with children</p>
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<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
Group	N/A	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
OTHER		Exploratory	Constructive	Rough and Tumble
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

3c : Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- edu 221 key assessment Submit.docx
- edu 221 key assessment Submit.docx
- NC_EARLY_FNDTN (inline) 2013-05-06T23:10:50+00:00.pdf
- edu 221 key assessment Submit.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level --"Birth through Second Grade" Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)**Emergency Vehicles**

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)**See How They Go: Emergency Vehicles:** by DK Publishing

<http://www.barnesandnoble.com>

3)**Ambulance in Action!** (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)**If I Could Drive an Ambulance!** (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) **Richard Scarry's A Day at the Fire Station** by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)**Flashing Fire Engines**,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)**Police Hurrying Helping Saving**

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) **Big Mike's Police Car**

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) **Policeman's Safety Hints** by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) **Emergency!** by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) **Culminating activity**

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) **Evaluation** - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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<p style="text-align: center;">Art Painting with emergency vehicles</p> <p>-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper http://www.preschool-plan-it.com/community-helpers-police.html</p> <p>Emergency Vehicles/Stencils</p>	<p style="text-align: center;">Library</p> <p>1)Emergency Vehicles by: Penelope Arlon http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601</p> <p>2)See How They Go: Emergency Vehicles: by DK Publishing http://www.barnesandnoble.com</p> <p>3)Ambulance in Action! (Busy Wheels) by Peter Bently http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398</p> <p>4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers</p> <p>5) Richard Scarry's A Day at the Fire Station by Huck Scarry http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455</p> <p>6)Flashing Fire Engines, by Tony Mitton http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/</p> <p>7)Police Hurrying Helping Saving Author: Patricia Hubbell http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457</p> <p>8) Big Mike's Police Car by Leslie McGuire http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344</p> <p>9) Policeman's Safety Hints by Giovanni Caviezel, http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196</p> <p>10) Emergency! by Gail Gibbons http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281</p>	<p style="text-align: center;">Science/Discovery Studying Fingerprints with magnifying glasses</p> <p>http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/</p> <p style="text-align: center;">Safe or Not Safe http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.</p> <p>Gather Emergency Vehicle Stencils, paper and colored pencils</p> <p style="text-align: center;">Library</p> <p>Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.</p> <p style="text-align: center;">Science/Discovery</p> <p>Gather paper, pencil, magnifying glasses, ink for thumb print.</p> <p>Pictures of things that are safe and things that are not safe</p> <p style="text-align: center;">Sand and Water (Sensory)</p> <p>Gather sand emergency Vehicles and little people</p> <p style="text-align: center;">Music and Movement</p> <p>Gather Carpet Squares, music that contains different siren sounds</p> <p style="text-align: center;">Cooking</p> <p>Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils</p> <p>Gather snacks for fire truck snacks</p> <p style="text-align: center;">Computers</p> <p>Access to computer/youtube</p> <p style="text-align: center;">Outdoors</p> <p>Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.</p> <p>Boxed emergency vehicles</p> <p style="text-align: center;">Family/Community</p> <p>Plan trip to fire station and send notes home with children</p>
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<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

		COGNITIVE PLAY			
		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)	
SOCIAL PLAY	Solitary	N/A	N/A	N/A	
	Parallel	N/A	N/A	N/A	
	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A	
NON-PLAY	Unoccupied	Onlooker	Transition	Aggression	
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.	
OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games	
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

EDU 221

Observation
Key Assessment

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9:25= Sandbox

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C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

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The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

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Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

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COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
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NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
		Exploratory	Constructive	Rough and Tumble
OTHER	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys
			Chase Games	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

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I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

NC Early Learning Foundations

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2B : Developing a Sense of Self with Others_n - NC_EARLY_FMDTN - 2013-05-06 - P



3 : Health and Physical Development

3A : Self-Care

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3D : Physical Health and Growth

4 : Language Development and Communication

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5 : Cognitive Development

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5B : Scientific Thinking and Invention

5C : Social Connections

5D : Creative Expression

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

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The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

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Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

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Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

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Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

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SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)	
	Solitary	N/A	N/A	N/A	
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Draw a Conclusion from the findings

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The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

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3d : Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- edu 221 key assessment Submit.docx
- edu 221 key assessment Submit.docx
- edu 221 key assessment Submit.docx
- EDU 234 Key assesment.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level –“Birth through Second Grade” Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc.)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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Art
Painting with emergency vehicles

-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper
<http://www.preschool-plan-it.com/community-helpers-police.html>

Emergency Vehicles/Stencils

Library

- 1)Emergency Vehicles
by: Penelope Arlon
<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>
- 2)See How They Go: Emergency Vehicles:
by [DK Publishing](#)
<http://www.barnesandnoble.com>
- 3)Ambulance in Action! (Busy Wheels) by [Peter Bently](#)
<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>
- 4)If I Could Drive an Ambulance! (Tonka) by [Michael Teitelbaum](#)
http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers
- 5) **Richard Scarry's A Day at the Fire Station** by [Huck Scarry](#)
<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>
- 6)Flashing Fire Engines, by [Tony Mitton](#)
<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>
- 7)**Police Hurrying Helping Saving**
Author: [Patricia Hubbell](#)
<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>
- 8) **Big Mike's Police Car**
by [Leslie McGuire](#)
<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>
- 9) **Policeman's Safety Hints** by [Giovanni Caviezel](#),
<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196>
- 10) **Emergency!** by [Gail Gibbons](#)
<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

Science/Discovery
Studying Fingerprints with magnifying glasses

<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/>

Safe or Not Safe
<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.

Gather Emergency Vehicle Stencils, paper and colored pencils

Library

Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.

Science/Discovery

Gather paper, pencil, magnifying glasses, ink for thumb print.

Pictures of things that are safe and things that are not safe

Sand and Water (Sensory)

Gather sand emergency Vehicles and little people

Music and Movement

Gather Carpet Squares, music that contains different siren sounds

Cooking

Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils

Gather snacks for fire truck snacks

Computers

Access to computer/youtube

Outdoors

Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.

Boxed emergency vehicles

Family/Community

Plan trip to fire station and send notes home with children

<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
Group	N/A	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
		Exploratory	Constructive	Rough and Tumble
OTHER	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys
			Chase Games	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

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Observation
Key Assessment

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9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
Group	N/A	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
		Exploratory	Constructive	Rough and Tumble
OTHER	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys
			Chase Games	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

		COGNITIVE PLAY			
		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)	
SOCIAL PLAY	Solitary	N/A	N/A	N/A	
	Parallel	N/A	N/A	N/A	
	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A	
NON-PLAY	Unoccupied	Onlooker	Transition	Aggression	
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.	
OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games	
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

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Associate the findings with research and theory

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Piaget's Cognitive Development Theory

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EDU 234
Module
11/24/14

Key Assessment

Developmentally Appropriate Design of a Toddler Classroom

Space and Furnishings:

5.1 Ample indoor space for children, adults, and furnishings (Ex. children and adults can move around freely furnishings to do not crowd room; space for equipment needed by children with disabilities; spacious open area for children to play).

My design allows the centers to be placed next to one another; shelves separate the centers but each center is accessible from the center next to it. My design also shows while there is ample space there is not too much space to prevent running in the classroom.

7.3 Floors, walls, and other built-in surfaces made of easy-to-clean materials (Ex. washable floors/floor covering and paint/wallpaper, counters, and cabinets have easy to clean surfaces).

Carpet in the centers provide safety and comfort to children while they are playing and learning. Tile floors in the eating area, diaper changing area, near the bathrooms, the children's sink area and near the entrance/exits provides quick and easy clean up. Cleaning supplies are kept in diaper changing area and are easily accessible with a key for diaper table cleaning etc. Table, bathrooms, and counters are easily to clean as well.

My design provides a closet in the block area that allows the nap mats to be stored there and pulled out during nap time. These mats are separated by individual vinyl allowing mats not to touch. Bedding is washing washed once a week and children are placed in the same sleep area every day.

Personal Care Routines

5.1 Staff greet each child and parent and provide pleasant organized departure (Ex. conversation on arrival; clothes ready for departure).

Star student of the month near the entrance to the classroom, the bulletin board near cubbies with any current information and the sign in sheet at cubbies all create ample opportunity for pleasant conversation between the teachers and parents. Dirty clothes, artwork, calendars and important information, etc are placed in the cubby ready for the child's departure.

5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see.

My classroom layout shows the teacher records daily what the child eats, when the child had diaper changes, and when the child naps and any other important information the parents may need to know (Ex. when the child needs more diapers).

7.1 Friendly, relaxed atmosphere that encourages parents to spend time in classroom at drop off and pick up times (Ex., parent and staff chat while child gets settled; parent reads to child).

My classroom is set up in a way to encourage parents to spend time in the classroom when they are dropping off and picking up their child. The pleasant atmosphere encourages parents to interact with their child in centers or with the teacher upon arrival or departure. Listed information about upcoming events encourages parents to participate in classroom activities (Ex. picnics, festivals, and parades).

Activities

5.1 Many and varied appropriate fine motor materials accessible for much of the day

Each center has toys and opportunity for children to enhance their fine motor skills in my classroom design.

5.2 Materials are well-organized (Ex. similar toys stored together; sets of toys in separate containers, toys picked up, sorted, and restored as needed).

My classroom centers offer similar toys to be located in the same area with similar toys stored together (Ex. two different types of blocks for children to play with). Shelves and containers allow toys to be stored separately and toys that become a hazard will be taken out and replaced with rotating toys.

7.1 Materials are rotated to provide variety

Extra toys that are to be rotated is stored in the closet in the block area of my classroom. Rotating toys keeps the interest of the children which creates a positive learning environment.

Art

7.1 A variety of material is introduced as children are ready. A variety of materials is introduces as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and two).

Art supplies are kept in the locked cabinets and the teachers use these supplies under close supervision and when the children are ready. All items used for art are age appropriate.

Music and Movement

5.4 Recorded music is used at limited times and with a positive purpose (Ex. quiet music at nap put on for dancing and singing).

My room design allows children to be introduced to different types of soft music playing during nap time.

Blocks

7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.

I understand the importance of a variety of shapes, sizes, and textures of blocks in the center. My block center will include three different sets meeting these standards.

7.2 Variety of accessories including transportation toys, people, animals.

For added play and learning experience accessories are included in the block area.

7.3 Staff do simple block play with children

For added learning experiences staff will play in the block area with the children. Children learn from the modeling play by the teacher and this also shows the children they are important.

Dramatic Play

5.2 Props represent what children experience in everyday life (Ex. household routines, work, transportation).

My room design allows children to learn through play. Play food, utensils, cooking instruments, clothing, purses, & menus are all part of my room design.

5.4 Some child-sized play furniture for toddlers (Ex. small sink or stove, baby stroller, shopping cart).

My dramatic play area includes child size kitchen set, table and chairs that are age appropriate.

Promoting acceptance of diversity

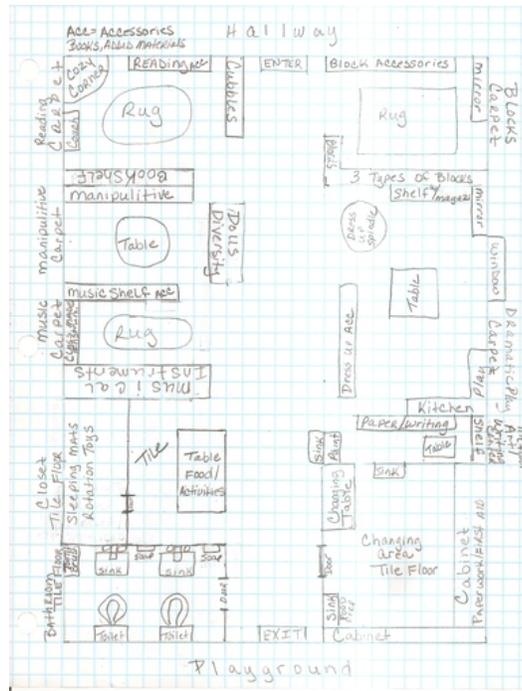
Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non stereotyping roles.

Not only does my reading center have books that talks about different types of diversity but books that pertain to each center (ex. cooking books/magazine in dramatic center) is in that center also allowing children to learn about diversity. Pictures of different races, cultures, genders, and abilities are placed throughout the classroom on the level of the children.



4 : Using Developmentally Effective Approaches to Connect with Children and Families

4a : Understanding positive relationships and supportive interactions as the foundation of their work with children



These documents could not be inlined:

- [EDU 146 FINAL KA Power Point Presentation.pptx](#)

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- EDU 151 2KA Final Planning for Groups.docx
- EDU 151 1 Final KA Planning Changes to the Environment Form.docx
- EDU 153 Final Menu (3).docx
- EDU 153 Submit Menu Policy.docx
- EDU 234 Key assesment.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.	<p>Emergency Vehicles</p> <p>A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.</p>
B) Age Level –“Birth through Second Grade” Select an age or grade level.	Older Preschool
C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.	Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.
D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the	<p>Domain-Approaches to Play and Learning</p> <p>Subdomain-Curiosity, Information-Seeking, and Eagerness</p> <p>Goal APL-2: Children actively seek to understand the world around them</p>

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity
- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p



	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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<p style="text-align: center;">Art Painting with emergency vehicles</p> <p>-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper http://www.preschool-plan-it.com/community-helpers-police.html</p> <p>Emergency Vehicles/Stencils</p>	<p style="text-align: center;">Library</p> <p>1)Emergency Vehicles by: Penelope Arlon http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601</p> <p>2)See How They Go: Emergency Vehicles: by DK Publishing http://www.barnesandnoble.com</p> <p>3)Ambulance in Action! (Busy Wheels) by Peter Bently http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398</p> <p>4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers</p> <p>5) Richard Scarry's A Day at the Fire Station by Huck Scarry http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455</p> <p>6)Flashing Fire Engines, by Tony Mitton http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/</p> <p>7)Police Hurrying Helping Saving Author: Patricia Hubbell http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457</p> <p>8) Big Mike's Police Car by Leslie McGuire http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344</p> <p>9) Policeman's Safety Hints by Giovanni Caviezel, http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196</p> <p>10) Emergency! by Gail Gibbons http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281</p>	<p style="text-align: center;">Science/Discovery Studying Fingerprints with magnifying glasses</p> <p>http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/</p> <p style="text-align: center;">Safe or Not Safe http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.</p> <p>Gather Emergency Vehicle Stencils, paper and colored pencils</p> <p style="text-align: center;">Library</p> <p>Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.</p> <p style="text-align: center;">Science/Discovery</p> <p>Gather paper, pencil, magnifying glasses, ink for thumb print.</p> <p>Pictures of things that are safe and things that are not safe</p> <p style="text-align: center;">Sand and Water (Sensory)</p> <p>Gather sand emergency Vehicles and little people</p> <p style="text-align: center;">Music and Movement</p> <p>Gather Carpet Squares, music that contains different siren sounds</p> <p style="text-align: center;">Cooking</p> <p>Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils</p> <p>Gather snacks for fire truck snacks</p> <p style="text-align: center;">Computers</p> <p>Access to computer/youtube</p> <p style="text-align: center;">Outdoors</p> <p>Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.</p> <p>Boxed emergency vehicles</p> <p style="text-align: center;">Family/Community</p> <p>Plan trip to fire station and send notes home with children</p>
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<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	



Weekly Menus

Week of: March 3-7 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/4 Cup Oatmeal 1/2 serving Banana	3/4 Cup 2% Milk 1/2 Bagel w/cream cheese 1/2 Cup Strawberries	3/4 Cup 2% Milk 1/3 Cup Cheerios 1/2 Cup Kiwi slices	3/4 Cup 2% Milk 1/2 serving French Toast 1/2 Cup Baked apples	3/4 Cup 2% Milk 3/4 egg scrambled with sausage 1/2 Cup oranges wedges
LUNCH	3/4 Cup 2% Milk Chicken Enchilada 1 1/2 oz Chicken 1/2 serving Tortilla 1/2 Cup Fruit Salad 1/2 Cup Fiesta Corn	3/4 Cup 2% Milk Hamburger on Bun 1 1/2 oz hamburger 1/2 Bun 1/2 Cup Peaches 1/2 Cup peas	3/4 Cup 2% Milk Fish Sticks 1 1/2 oz Fish 1/4 Cup Rice 1/2 Cup Pears 1/2 Green Beans	3/4 Cup 2% Milk Pork Chops 1 1/2 oz Pork chop 1/2 Serving Biscuit 1/2 Cup Mashed Potatoes 1/2 Cup Broccoli	3/4 Cup 2% Milk Grilled Cheese 1 1/2 cheese 1/2 slice bread 1/2 Cup Tomato Soup 1/2 Cup cucumber slices
SNACK	1/2 Cup 2% Milk 2 oz Yogurt 1/2 cup Blueberries	1/2 Cup 2% Milk 1 serving Egg Roll/wonton wrappers	1/2 Cup 2% Milk 1 soft Pretzel 1/2 oz cheese dip	1/2 Cup 2% Milk 1/2 Cup Jello W/ Fruit Cocktail	1/2 Cup Grape Juice 1/2 serving Granola bar w/fruit

This Menu follows the NAEYC and CACFP Food Guidelines

Substitutions will be available due to:
allergies, cultural beliefs, and as needed
for the health and safety of a child.



Weekly Menus

Week of: March 10-14 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/2 Serving Banana Nut Muffin 1/2 Cup sections Grape fruit/seeded	3/4 Cup 2% Milk 3/4 Cup Corn Chex 1/2 Cup Melon Cubes	3/4 Cup 2% Milk Veggie Omelet 1/2 Cup mixed vegetables 1/2 Slice Wheat Toast	3/4 Cup 2% Milk 1/2 Serving Waffles 1/2 Cup Plums Slices	3/4 Cup 2% Milk 1/4 Cup Malt-o-meal 1/2 cup mixed Strawberries/ blueberries
LUNCH	3/4 Cup 2% Milk Chicken Noodle Soup 1 1/2 oz Chicken 1/4 Cup Noodles 1/2 Cup C. Carrots 1/2 Asparagus	3/4 Cup 2% Milk Pork Chow Mein 1 1/2 oz Pork 1/4 Cup Chow Mein Noodles 1/2 Cup Mixed vegetables (cabbage, broccoli, bean sprouts, etc) 1/2 Cup mixed fruit	3/4 Cup 2% Milk Beef Taco's 1 1/2 oz Hamburger 1/2 serving Tortilla 1/2 Cup Lettuce/Tomato 1/2 Cup Applesauce	3/4 Cup 2% Milk Corndogs 1 1/2 oz Hotdog 1/4 Cup Pasta Salad 1/2 Cup Apple slices 1/2 Cup Zucchini	3/4 Cup 2% Milk Fried Chicken 1 1/2 oz Chicken 1/2 Serving Rolls 1/2 Serving Baked Potato 1/2 Cup Peas
SNACK	1/2 Cup 2% Milk 1/2 Serving Pizza Biscuits	1/2 Cup 2% Milk 1 Fortune Cookie 1/2 Serving Peanut Butter Cookies	1/2 Cup 2% Milk 1/2 Serving Sopapillas w/ Mixed berries	1/2 Cup 2% Milk 1/2 Serving Egg Salad on Wheat Crackers	1/2 Cup Orange Juice 1/2 Serving Rice Krispy Treat

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.



Weekly Menus

Week of: March 17-21 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/2 Serving Coffee Cake 1/2 serving Banana	3/4 Cup 2% Milk 1/3 Cup Cheerios 1/2 Cup Raspberries	3/4 Cup 2% Milk 1/2 Serving English Muffin with egg 1/2 Cup Strawberry slices	3/4 Cup 2% Milk 1/2 Serving French Toast 1/2 Cup Kiwi Slices	3/4 Cup 2% Milk 1/4 Cup Oatmeal 1/2 Mango Slices
LUNCH	3/4 Cup 2% Milk Shrimp Casserole 1 1/2 oz Shrimp 1/4 Cup Rice 1/2 Cup watermelon Cubed 1/2 Serving Corn on the Cob	3/4 Cup 2% Milk Bologna Sandwich 1 1/2 oz Bologna 1/2 slice Bread 1/2 Cup lettuce/Tomato 1/2 Cup Pineapple Chunks	3/4 Cup 2% Milk Spaghetti with Meat Sauce 1 1/2 oz Hamburger 1/4 Cup Noodles 1/2 Cup Tossed Salad w/dressing 1/2 Cup Peaches/diced	3/4 Cup 2% Milk Cheese Omelet 1/2 oz Cheese 1/2 slice Toast w/ Butter 1/2 Cup Green Apple Wedges 1/2 Cup Nectarines	3/4 Cup 2% Milk Ham 1 1/2 oz ham 1/2 serving Hawaiian roll 1/2 Cup German Potato Salad 1/2 Cup Green Bean Casserole
SNACK	1/2 Cup Apple Juice 1/2 serving Peanut Butter Sandwich	1/2 Cup 2% Milk 1/2 Serving King Cake	1/2 Cup 2% Milk Yogurt Sundays 2 oz Yogurt 1/4 Cup Granola	1/2 Cup 2% Milk 1/2 Mixed Veggies & Dip (Carrots/Celery Cucumbers, Tomato, Broccoli)	1/2 Cup Grape Juice 1/2 Ounce Cheese Slices Crackers

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.



Weekly Menus

Week of: March 24-28 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	3/4 Cup 2% Milk 1/3 Cup Kix Cereal	3/4 Cup 2% Milk 1/2 Serving Blueberry Muffin 1/2 Cup Pears	3/4 Cup 2% Milk 1/2 Serving Sconces 1/2 Cup Peaches	3/4 Cup 2% Milk 1/3 Cup Wheaties 1/2 Cup Apple slices	3/4 Cup 2% Milk Biscuit & Gravy 1/2 Serving Biscuit 1/2 Serving Banana
LUNCH	3/4 Cup 2% Milk Beef Stew 1 1/2 oz Stew Meat 1/2 Serving Cornbread 1/2 Cup Mixed Vegetables (onion, corn,beans,carrots etc) 1/2 Cup Cantaloupe slices	3/4 Cup 2% Milk Lasagna 1 1/2 Hamburger 1/4 Cup Noodles 1/2 Cup Orange Jello Salad/ Mandarin Oranges 1/2 Cup Cauliflower	3/4 Cup 2% Milk Pizza 1 1/2 oz Cheese 2 Bread Stick 1/2 Cup Carrots/celery/dip 1/2 Cup Honeydew melon	3/4 Cup 2% Milk Chicken Strips 1 1/2 oz Chicken 1/2 Slice Rye Bread 1/2 Cup Mashed Sweet Potato 1/2 Cup Applesauce	3/4 Cup 2% Milk Steak Fajita 1 1/2 oz Steak 1/4 Cup Mexican Rice 1/2 Cup Mixed Vegetables (red, yellow peppers, onions, avacodo & Guac) 1/2 Cup Raw Pears Sliced
SNACK	1/2 Cup 2% Milk 1/2 Serving Peach Muffins	1/2 Cup 2% Milk 1/2 slice Toast w/ Peanut Butter	1/2 Cup 2% Milk 1/2 Serving Cherry Cobbler	1/2 Cup 2% Milk 1/2 serving Hummas	1/2 Cup Grape Juice 2 Mozzarella Sticks w/Marinara Sauce

This Menu follows the NAEYC and CACFP Food Guidelines
 Substitutions will be available due to:
 allergies, cultural beliefs, and as needed
 for the health and safety of a child.

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.

EDU 234
Module
11/24/14

Key Assessment

Developmentally Appropriate Design of a Toddler Classroom

Space and Furnishings:

5.1 Ample indoor space for children, adults, and furnishings (Ex. children and adults can move around freely furnishings to do not crowd room; space for equipment needed by children with disabilities; spacious open area for children to play).

My design allows the centers to be placed next to one another; shelves separate the centers but each center is accessible from the center next to it. My design also shows while there is ample space there is not too much space to prevent running in the classroom.

7.3 Floors, walls, and other built-in surfaces made of easy-to-clean materials (Ex. washable floors/floor covering and paint/wallpaper, counters, and cabinets have easy to clean surfaces).

Carpet in the centers provide safety and comfort to children while they are playing and learning. Tile floors in the eating area, diaper changing area, near the bathrooms, the children's sink area and near the entrance/exits provides quick and easy clean up. Cleaning supplies are kept in diaper changing area and are easily accessible with a key for diaper table cleaning etc. Table, bathrooms, and counters are easily to clean as well.

My design provides a closet in the block area that allows the nap mats to be stored there and pulled out during nap time. These mats are separated by individual vinyl allowing mats not to touch. Bedding is washing washed once a week and children are placed in the same sleep area every day.

Personal Care Routines

5.1 Staff greet each child and parent and provide pleasant organized departure (Ex. conversation on arrival; clothes ready for departure).

Star student of the month near the entrance to the classroom, the bulletin board near cubbies with any current information and the sign in sheet at cubbies all create ample opportunity for pleasant conversation between the teachers and parents. Dirty clothes, artwork, calendars and important information, etc are placed in the cubby ready for the child's departure.

5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see.

My classroom layout shows the teacher records daily what the child eats, when the child had diaper changes, and when the child naps and any other important information the parents may need to know (Ex. when the child needs more diapers).

7.1 Friendly, relaxed atmosphere that encourages parents to spend time in classroom at drop off and pick up times (Ex., parent and staff chat while child gets settled; parent reads to child).

My classroom is set up in a way to encourage parents to spend time in the classroom when they are dropping off and picking up their child. The pleasant atmosphere encourages parents to interact with their child in centers or with the teacher upon arrival or departure. Listed information about upcoming events encourages parents to participate in classroom activities (Ex. picnics, festivals, and parades).

Activities

5.1 Many and varied appropriate fine motor materials accessible for much of the day

Each center has toys and opportunity for children to enhance their fine motor skills in my classroom design.

5.2 Materials are well-organized (Ex. similar toys stored together; sets of toys in separate containers, toys picked up, sorted, and restored as needed).

My classroom centers offer similar toys to be located in the same area with similar toys stored together (Ex. two different types of blocks for children to play with). Shelves and containers allow toys to be stored separately and toys that become a hazard will be taken out and replaced with rotating toys.

7.1 Materials are rotated to provide variety

Extra toys that are to be rotated is stored in the closet in the block area of my classroom. Rotating toys keeps the interest of the children which creates a positive learning environment.

Art

7.1 A variety of material is introduced as children are ready. A variety of materials is introduces as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and two).

Art supplies are kept in the locked cabinets and the teachers use these supplies under close supervision and when the children are ready. All items used for art are age appropriate.

Music and Movement

5.4 Recorded music is used at limited times and with a positive purpose (Ex. quiet music at nap put on for dancing and singing).

My room design allows children to be introduced to different types of soft music playing during nap time.

Blocks

7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.

I understand the importance of a variety of shapes, sizes, and textures of blocks in the center. My block center will include three different sets meeting these standards.

7.2 Variety of accessories including transportation toys, people, animals.

For added play and learning experience accessories are included in the block area.

7.3 Staff do simple block play with children

For added learning experiences staff will play in the block area with the children. Children learn from the modeling play by the teacher and this also shows the children they are important.

Dramatic Play

5.2 Props represent what children experience in everyday life (Ex. household routines, work, transportation).

My room design allows children to learn through play. Play food, utensils, cooking instruments, clothing, purses, & menus are all part of my room design.

5.4 Some child-sized play furniture for toddlers (Ex. small sink or stove, baby stroller, shopping cart).

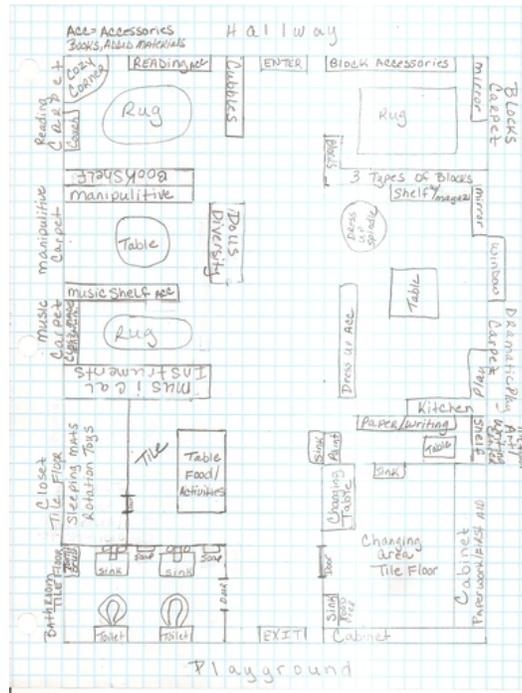
My dramatic play area includes child size kitchen set, table and chairs that are age appropriate.

Promoting acceptance of diversity

Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non stereotyping roles.

Not only does my reading center have books that talks about different types of diversity but books that pertain to each center (ex. cooking books/magazine in dramatic center) is in that center also allowing children to learn about diversity. Pictures of different races, cultures, genders, and abilities are placed throughout the classroom on the level of the children.

4b : Knowing and understanding effective strategies and tools for early education



These documents could not be inlined:

- [EDU 146 FINAL KA Power Point Presentation.pptx](#)

These documents are inlined:

- EDU 234 Key assesment.docx
- edu 221 key assessment Submit.docx

EDU 234
Module
11/24/14

Key Assessment

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EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
		Exploratory	Constructive	Rough and Tumble
OTHER	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys
			Chase Games	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

4c : Using a broad repertoire of developmentally appropriate teaching/learning approaches

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- [EDU 146 FINAL KA Power Point Presentation.pptx](#)

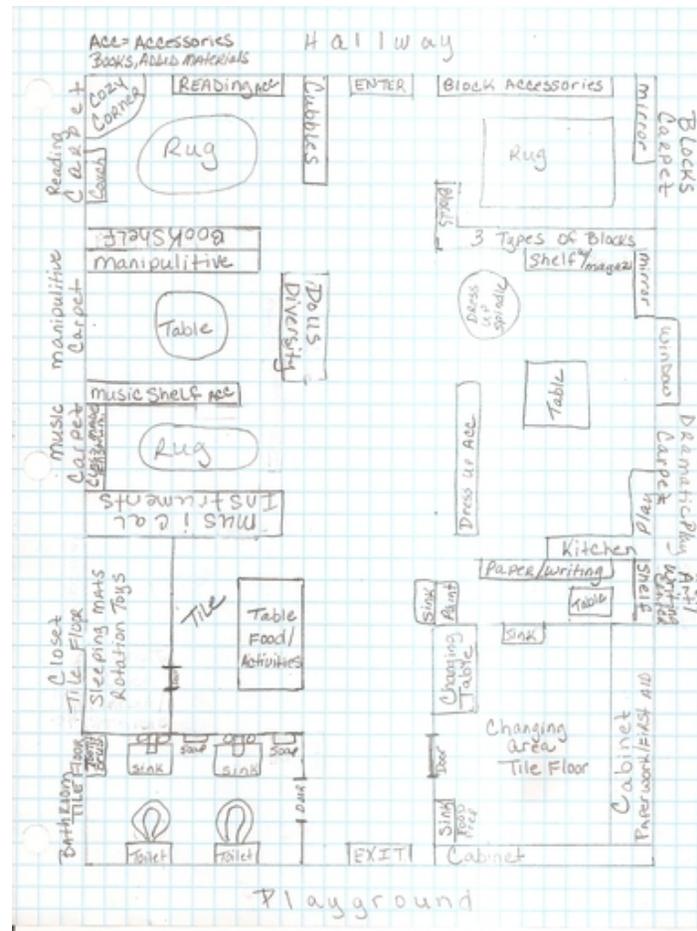
These documents are inlined:

- EDU 151 2KA Final Planning for Groups.docx

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

4d : Reflecting on their own practice to promote positive outcomes for each child



These documents are inlined:

- EDU 234 Key assesment.docx

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Module
11/24/14

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Personal Care Routines

5.1 Staff greet each child and parent and provide pleasant organized departure (Ex. conversation on arrival; clothes ready for departure).

Star student of the month near the entrance to the classroom, the bulletin board near cubbies with any current information and the sign in sheet at cubbies all create ample opportunity for pleasant conversation between the teachers and parents. Dirty clothes, artwork, calendars and important information, etc are placed in the cubby ready for the child's departure.

5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see.

My classroom layout shows the teacher records daily what the child eats, when the child had diaper changes, and when the child naps and any other important information the parents may need to know (Ex. when the child needs more diapers).

7.1 Friendly, relaxed atmosphere that encourages parents to spend time in classroom at drop off and pick up times (Ex., parent and staff chat while child gets settled; parent reads to child).

My classroom is set up in a way to encourage parents to spend time in the classroom when they are dropping off and picking up their child. The pleasant atmosphere encourages parents to interact with their child in centers or with the teacher upon arrival or departure. Listed information about upcoming events encourages parents to participate in classroom activities (Ex. picnics, festivals, and parades).

Activities

5.1 Many and varied appropriate fine motor materials accessible for much of the day

Each center has toys and opportunity for children to enhance their fine motor skills in my classroom design.

5.2 Materials are well-organized (Ex. similar toys stored together; sets of toys in separate containers, toys picked up, sorted, and restored as needed).

My classroom centers offer similar toys to be located in the same area with similar toys stored together (Ex. two different types of blocks for children to play with). Shelves and containers allow toys to be stored separately and toys that become a hazard will be taken out and replaced with rotating toys.

7.1 Materials are rotated to provide variety

Extra toys that are to be rotated is stored in the closet in the block area of my classroom. Rotating toys keeps the interest of the children which creates a positive learning environment.

Art

7.1 A variety of material is introduced as children are ready. A variety of materials is introduces as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and two).

Art supplies are kept in the locked cabinets and the teachers use these supplies under close supervision and when the children are ready. All items used for art are age appropriate.

Music and Movement

5.4 Recorded music is used at limited times and with a positive purpose (Ex. quiet music at nap put on for dancing and singing).

My room design allows children to be introduced to different types of soft music playing during nap time.

Blocks

7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.

I understand the importance of a variety of shapes, sizes, and textures of blocks in the center. My block center will include three different sets meeting these standards.

7.2 Variety of accessories including transportation toys, people, animals.

For added play and learning experience accessories are included in the block area.

7.3 Staff do simple block play with children

For added learning experiences staff will play in the block area with the children. Children learn from the modeling play by the teacher and this also shows the children they are important.

Dramatic Play

5.2 Props represent what children experience in everyday life (Ex. household routines, work, transportation).

My room design allows children to learn through play. Play food, utensils, cooking instruments, clothing, purses, & menus are all part of my room design.

5.4 Some child-sized play furniture for toddlers (Ex. small sink or stove, baby stroller, shopping cart).

My dramatic play area includes child size kitchen set, table and chairs that are age appropriate.

Promoting acceptance of diversity

Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non stereotyping roles.

Not only does my reading center have books that talks about different types of diversity but books that pertain to each center (ex. cooking books/magazine in dramatic center) is in that center also allowing children to learn about diversity. Pictures of different races, cultures, genders, and abilities are placed throughout the classroom on the level of the children.



5 : Using Content Knowledge to Build Meaningful Curriculum

5a : Understanding content knowledge and resources in academic disciplines

These documents are inlined:

- EDU 151 1 FinalKA Planning Changes to the Environment Form.docx
- EDU 151 2KA Final Planning for Groups.docx

<p>Blocks Emergency vehicles added to blocks Add emergency people figurines add different emergency vehicles/ add toys that can represent fire, fire station hoses, alarm, city block play mat, blocks (Excellerations around the town blocks) www.DiscountSchoolSupply.com #DRIVEIN</p>	<p>Dramatic Play Boxed emergency Vehicles Children drive emergency vehicles made out of boxes (children pretend to ride in vehicle by pulling up to waist/drive). Children pretend to make sounds of sirens and do the actions of the professional. http://www.enchantedlearning.com/crafts/vehicles/</p>	<p>Manipulatives (Toys and Games) Emergency Vehicle Felt Board http://www.makinglearningfun.com/themepages/Fire-WheelsontheTruckFeltBoard.htm</p>	<p>"To Do" List Blocks Gather emergency people figurines, emergency vehicles, small toys that can represent items used by emergency personnel, Gather blocks that represent different emergency stations, music that has siren sounds and other emergency communication. Pictures for area Dramatic Play Gather premade boxed emergency vehicles, emergency dress up cloths, badges, paper and other items to represent emergency professions, emergency vehicle pictures on wall Manipulative Gather felt Board Individual felt pieces for the children to put the police car, ambulance, and fire truck together Simple words related to theme Art</p>
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<p style="text-align: center;">Art Painting with emergency vehicles</p> <p>-Allow children to run the wheels of emergency vehicles through paint and then drive on the paper http://www.preschool-plan-it.com/community-helpers-police.html</p> <p>Emergency Vehicles/Stencils</p>	<p style="text-align: center;">Library</p> <p>1)Emergency Vehicles by: Penelope Arlon http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601</p> <p>2)See How They Go: Emergency Vehicles: by DK Publishing http://www.barnesandnoble.com</p> <p>3)Ambulance in Action! (Busy Wheels) by Peter Bently http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398</p> <p>4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+pre-schoolers</p> <p>5) Richard Scarry's A Day at the Fire Station by Huck Scarry http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455</p> <p>6)Flashing Fire Engines, by Tony Mitton http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/</p> <p>7)Police Hurrying Helping Saving Author: Patricia Hubbell http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457</p> <p>8) Big Mike's Police Car by Leslie McGuire http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344</p> <p>9) Policeman's Safety Hints by Giovanni Caviezel, http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caiezel/1016157889?ean=9780764160196</p> <p>10) Emergency! by Gail Gibbons http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281</p>	<p style="text-align: center;">Science/Discovery Studying Fingerprints with magnifying glasses</p> <p>http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/</p> <p style="text-align: center;">Safe or Not Safe http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Gather different colors of paint, paper, smocks, and different sizes of emergency vehicles.</p> <p>Gather Emergency Vehicle Stencils, paper and colored pencils</p> <p style="text-align: center;">Library</p> <p>Gather emergency vehicle books for the classroom library/including books about fireman, police officers and emt's.</p> <p style="text-align: center;">Science/Discovery</p> <p>Gather paper, pencil, magnifying glasses, ink for thumb print.</p> <p>Pictures of things that are safe and things that are not safe</p> <p style="text-align: center;">Sand and Water (Sensory)</p> <p>Gather sand emergency Vehicles and little people</p> <p style="text-align: center;">Music and Movement</p> <p>Gather Carpet Squares, music that contains different siren sounds</p> <p style="text-align: center;">Cooking</p> <p>Gather crackers, cream cheese, vanilla wafer, food coloring, plates and spreading utensils</p> <p>Gather snacks for fire truck snacks</p> <p style="text-align: center;">Computers</p> <p>Access to computer/youtube</p> <p style="text-align: center;">Outdoors</p> <p>Tape for the maze, emergency vehicles and the station that matches the emergency vehicles. Music box with siren sounds and other emergency communication.</p> <p>Boxed emergency vehicles</p> <p style="text-align: center;">Family/Community</p> <p>Plan trip to fire station and send notes home with children</p>
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<p>Sand and Water (Sensory) Sand emergency Vehicles And little people http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>	<p>Music and Movement Musical Carpet squares With sirens sounds for music http://search.yahoo.com/search?fr=mcafee&p=musical+chairs+with+carpet+squares+and+sirens</p>	<p>Cooking Stoplight Crackers http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/ Fire truck snack http://www.enchantedlearning.com/crafts/edible/firetruck/</p>	
<p>Computers 911-Cell phone Sally Video https://www.youtube.com/watch?v=lyJNSDLPHxY</p>	<p>Outdoors Vehicle Maze Drive the emergency vehicle through the maze to get it to the station http://handsonaswegrow.com/preschooler-activity-a-big-maze/ Pretend to be emergency vehicles Drive the emergency vehicles boxes outside</p>	<p>Family /Community Involvement Family is encouraged to go on the field trip to the Fire Station and attend class when an officer visits.</p>	

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Large Group Time (songs, stories, games, discussions, etc.)</p>	<p>Emergency Vehicles by: Penelope Arlon</p> <p>Discuss Book and make a KWL Chart</p> <p>Marion, Marion. "Guidance of Young Children." 8th Edition. Print. Pg?</p>	<p>Richard Scarry's A Day at the Fire Station by Huck Scarry</p> <p>Five Friendly Fire Fighters Fingerplay http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Policeman's Safety Hints By: Giovanni Caviezel,</p> <p>"I'm a Police Officer" song http://www.preschooleducation.com/shelper.shtml</p>	<p>Ambulance in Action! (Busy Wheels) by Peter Bently</p> <p>Let's Go Driving (sung to "Frère Jacques") Finger Play</p> <p>http://www.nenpl.org/childrens/bibliographies/titles/rhymes.php</p>	<p>Emergency! by Gail Gibbons</p> <p>9-1-1 Song Discussion about when to use 911 http://www.preschool-plan-it.com/community-helpers-ambulance.html</p>
<p>Story Time (Include book title)</p>	<p>See How They Go: Emergency Vehicles: by DK Publishing</p>	<p>Flashing Fire Engines, by Tony Mitton</p> <p>The Wheels on the Fire Truck Finger play http://www.msad40.org/~library-williams/FireSafety.html</p>	<p>Big Mike's Police Car by Leslie McGuire</p> <p>"Ten Policemen in Bed" Song Edwards, Linda Carol. "The Creative Arts. A process approach for Teachers and children. 5th edition. Print. 330.</p>	<p>If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum</p>	<p>Police Hurrying Helping Saving Author: Patricia Hubbell</p>
<p>Small-Group Activities (specific activity related to topic that incorporates a specific content area, such as, math, literacy, social studies, etc)</p>	<p>Build Emergency Vehicles Out of boxes (social Studies) http://patricia_f.tripod.com/ssmotor.html</p>	<p>Sequence Cards (Literacy) *Using the steps of each emergency vehicle (driving to emergency, Dealing with emergency back at the station). *Sequence cards to represent the book "See how they go, Emergency Vehicle" http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html Glue to paper</p>	<p>Park the emergency Vehicle: (Math) -Roll the dice and park in the vacant spot that matches number on dice. Use 1 dice to make it easier or two dice to incorporate addition. -Make paper dice and paper cars http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/</p>	<p>Safe or not safe Pictures of safe and not safe things. Allow children to paste under the correct caption. http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities</p>	<p>Race to the Finish Line Each player has 15+ rectangle squares. (Individual colors) lay in straight line. Spin spinner move their emergency vehicle the number shown. *Concept came from Life game</p>

Special Activities (site visits, special events, etc.)	Have a police officer visit the classroom		Have paramedic/EMT visit the classroom		Visit a Fire Station
Notes (reminders, changes, children to observe)					

5b : Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- edu 221 key assessment Submit.docx
- edu 221 key assessment Submit.docx
- edu 221 key assessment Submit.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.	<p>Emergency Vehicles</p> <p>A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.</p>
B) Age Level –“Birth through Second Grade” Select an age or grade level.	Older Preschool
C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.	Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.
D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the	<p>Domain-Approaches to Play and Learning</p> <p>Subdomain-Curiosity, Information-Seeking, and Eagerness</p> <p>Goal APL-2: Children actively seek to understand the world around them</p>

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force. Print.*

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
OTHER		Exploratory	Constructive	Rough and Tumble
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
OTHER		Exploratory	Constructive	Rough and Tumble
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

Teachers can continue to encourage group interactions with my student and her peers. Sometimes this may be with one other student and other times in small groups such as the two girls playing with Stephanie. This can also help develop Stephanie's social and emotional skills.

Since this was time spent outside teacher's need to observe the children and find out what is of interest to them and develop curriculum/plan around their interest. For instance my observation #1 likes to sit and play in the car; allow the students to create a play town that they can drive to.

The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

Social Learning Theory 1941 (Neil Miller & John Dollard) (Social Cognitive Theory)

This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
		Exploratory	Constructive	Rough and Tumble
OTHER	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys
			Chase Games	

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

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Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

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teachers can encourage not only my student but other students to continue to pretend play; children learn through their play and this allows them the opportunity to learn to be themselves.

Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

Teacher's may have available different materials that children can use in pretend play (Ex: boxes for cars, houses etc. sidewalk chalk drawings to represent a different location; farm, apple trees)

My observation #1

I believe the teacher did a great job and interacting with my student #1 while giving her a little bit of space to do her own thing; the teacher interacted with the student after a short time so she would also experience that. I think this is an important aspect the teacher will want to continue to do so the child will feel as though she is important and not forgotten about. The teacher could also engage in an activity with this child to help build her skills such as throwing a ball back and forth; This child could benefit from working on her communication and this would be a good way to work on her communication skills.

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The above ideas should lead to positive outcomes because teacher's are building on the children's interest, showing they are interested, and providing a positive environment.

Associate the findings with research and theory

Humanistic Theory (Carl Rogers)

I find that the humanistic theory can play a role in both of these individual cases. As stated in the Child Development I & II book “The primary focus of humanistic theories is on the inner feelings, thoughts, perceptions, and the emotional and social needs of individuals.” Much of the emphasis in humanistic perspectives is on the development of communications and problem solving. I was able to observe problem solving skills in both observations. The first observation the student change ways she was pouring sand in the bucket; and she also changed her areas of play (she grew tired sitting in the car and the teacher encouraged her to play with other girls). The second observation was able to communicate her problem solving skills as she told the boys she wasn't happy with the way he was playing; they then continued to play in a way that both children were happy.

Children are able to continue to build on their social/emotional and communication skills during play. The experience on the playground is helping develop the girls.

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This theory ties together cognitive theory and behavioral theory. “The cognitive portion of the social theory lets us know that we are influenced by those around us; this theory also states social cognition helps to understand others' needs and feelings.” (Child Development I & II Book) My second observation allowed me to view not only my observed student but other students reacting to the children they were playing with. They were all playing the same role (trying to get one another)

My first observation didn't have much interaction with other peers but I do feel as though she was watching them intently and this also plays in her development. I believe the Social Cognitive Theory relates to both of my observations because as the Child Development book states "Individuals are self organizing and reflective. They can self regulate their thoughts and actions. Self efficacy is important. My observation 1 student was able to transition, decide what area of play she was going to participate in, follow one step directions, and while she didn't say much and she played parallel to others she was able to self regulate from past experiences. My observation #2 was able to self regulate and decide her areas of play as well.

Piaget's Cognitive Development Theory

I believe Piaget's Cognitive Development Theory can be associated with my observations. Cognitive Development Theory "explains the development of learning in terms of how children think and process information." (Child Development I & II book) Since I observed two different age groups I was also able to observe the two different stages of Piaget's theory. The Sensorimotor Stage (Birth-2) and the Preoperational stage (2-7) Both children were at different stages and their play reflected that. We know that the stages build on one another and I can understand that my observation #2 could not have participated in the depth of pretend play had she not mastered the Sensorimotor Stage. I would like to be able to observe my observation #1 at a later date to see how she is developing and how it pertains to Piaget's Theory. She is 2 but I don't believe she has moved on to the Preoperational Stage yet. I am sure my observation #2 will continue to use schemata's to learn and grow.

5c : Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

These documents are inlined:

- EDU 151 3 Final KA Thematic Unit Required Components.docx
- edu 221 key assessment Submit.docx

EDU 151 Thematic Unit Required Components

Thematic Unit Requirements

Component Parts of Selected Thematic Unit

A) Study Topic - Select a specific appropriate topic reflecting children's interests and experiences. Topics that are too broad or not developmentally applicable will not be considered. Examples of this type of topic include Ocean, Rain Forest, Outer Space. Examples of specific appropriate topics are shoes, worms, rocks.

Emergency Vehicles

A fire truck zoomed past the school with the lights and sirens on capturing the children's attention. This sparked the children's curiosity and they showed interest in learning more about fire trucks. So we are doing an emergency vehicle theme. The children will also be learning about fireman, policemen, and EMT's.

B) Age Level --"Birth through Second Grade" Select an age or grade level.

Older Preschool

C) Focus - Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

Children became interested in learning more about fire trucks when one passed the school with their lights and sirens on. We are introducing an emergency vehicle theme to build their knowledge about emergency vehicles and the professionals that drive them.

D) Objectives - Identify three or four specific objectives you wish children to master by the completion of the unit, use the

Domain-Approaches to Play and Learning

Subdomain-Curiosity, Information-Seeking, and Eagerness

Goal APL-2: Children actively seek to understand the world around them

appropriate NC Early Learning Standards for the age of the child.

APL-2I-Ask questions to find out more about the things that interest them, including questions about future events.

Domain- Approaches to Play and Learning

Subdomain- Play and Imagination

Goal APL-3: Children engage in increasingly

Complex play.

APL-3tChoose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).

Domain- Health and Physical Development

Subdomain- Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8p- Identify people who can help them in the community (police, firefighter, nurse).

Domain- Language Development and Communication

Subdomain- Foundations for reading

Goal LDC-9: Children comprehend and use information in books and other print media

LDC-9p- Use information texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

E) Resources - You will need to cite all resources used throughout the study

Thematic Planning

-www.DiscountSchoolSupply.com (blocks)

-<http://www.enchantedlearning.com/crafts/vehicles/> (dramatic play)

topic. For example:
Internet resources
(specific web site),
printed resources,
magazines,
newspaper, journals,
audio/visual resources,
field trips, etc.

-<http://www.makinglearningfun.com/themepages/Fire-WheelsOnTheTruckFeltBoard.htm>
(Manipulative)

-<http://www.preschool-plan-it.com/community-helpers-police.html>

-<http://www.barnesandnoble.com> (books)

-<http://www.amazon.com> (books)

-<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/> (books)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (Science and discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Science and Discovery)

-<http://www.preschool-plan-it.com/community-helpers-ambulance.html> (Sand and Water)

<http://search.yahoo.com/search?fr=mcafee&p=musical>

+chairs+with+carpet+squares+and+sirens (Music & Movement)

-<http://www.homeschoolcreations.net/2011/10/police-office-prek-and-kindergarten/> (cooking)

<http://www.enchantedlearning.com/crafts/edible/firetruck/>

(cooking)

-<https://www.youtube.com/watch?v=lyJNSDLPHxY> (computer)

-<http://handsonaswegrow.com/preschooler-activity-a-big-maze/> (outdoors)

Planning for groups

Marion, Marion. "Guidance of Young Children." *8th Edition*. Print. Pg?

<http://www.msad40.org/~library-williams/FireSafety.html>

<http://www.preschooleducation.com/shelper.shtml>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html>

<http://www.msad40.org/~library-williams/FireSafety.html>

Edwards, Linda Carol. "The Creative Arts. *A process approach for Teachers and children. 5th edition. Print. 330.*

http://patricia_f.tripod.com/ssmotor.html

<http://preschooler.thebump.com/activities-teach-literacy-comprehension-preschoolers-2759.html>

<http://www.themeasuredmom.com/8-preschool-math-ideas-using-toy-vehicles/>

<http://www.preschool-plan-it.com/community-helpers-ambulance.html#ScienceActivities>

Thematic Requirements

"North Carolina Foundations for Early Learning and Development." *North Carolina Foundations Task Force*. Print.

F) Extensions

Activities - Complete the- attached Lesson Plan Forms in detail. You should also include two extension activities (extended activities or enrichment activities).

-Have children participate in a workout that is needed by emergency professionals(ex: exercise, obstacle course)

-Have a police officer visit the class

-Have Paramedic/EMT visit the class

G) Discussion

Questions – Include at least three open-ended questions that will help children think about the topic in varied and divergent ways.

1)Why does an emergency vehicle sound their sirens?

2)Who helps us if we have a fire? If we are hurt? Or if we need help?

3)When you grow up would you like to drive an emergency vehicle?

4)If we have an emergency what number do we call?

H) Literature

Selections - Select children's books that relate to the theme and are developmentally appropriate for the children you will be working with

1)Emergency Vehicles

by: Penelope Arlon

<http://www.barnesandnoble.com/w/scholastic-discover-more-penelope-arlon/1112220601>

2)See How They Go: Emergency Vehicles: by DK Publishing

<http://www.barnesandnoble.com>

3)Ambulance in Action! (Busy Wheels) by Peter Bently

<http://www.amazon.com/Ambulance-Action-Wheels-Peter-Bently/dp/1609924398>

4)If I Could Drive an Ambulance! (Tonka) by Michael Teitelbaum

http://www.amazon.com/If-Could-Drive-Ambulance-Tonka/dp/0439434335/ref=sr_1_fkmr1_2?s=books&ie=UTF8&qid=1384614945&sr=1-2-fkmr1&keywords=ambulance+books+for+preschoolers

5) Richard Scarry's A Day at the Fire Station by Huck Scarry

<http://www.barnesandnoble.com/w/richard-scarrys-a-day-at-the-fire-station-richard-scarry/1100831800?ean=9780307105455>

6)Flashing Fire Engines,by Tony Mitton

<http://www.brighthubeducation.com/preschool-lesson-plans/52224-fire-station-lesson-for-fire-prevention-month/>

7)Police Hurrying Helping Saving

Author: Patricia Hubbell

<http://www.amazon.com/Police-Hurrying-Helping-Saving-Buddies/dp/0761456457>

8) Big Mike's Police Car

by Leslie McGuire

<http://www.amazon.com/Big-Mikes-Police-Car-Pictureback/dp/0375823344>

9) Policeman's Safety Hints by

Giovanni Caviezel,

<http://www.barnesandnoble.com/w/policemans-safety-hints-giovanni-caviezel/1016157889?ean=9780764160196>

10) Emergency! by Gail Gibbons

<http://www.amazon.com/Emergency-Gail-Gibbons/dp/0823411281>

I) Culminating activity

- The culminating activity is a project or activity that engages children in a meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

Parents are invited and encouraged to attend the field trip with their children to the fire station.

J) Evaluation - Devise appropriate means of evaluating children's progress throughout the unit based on the objectives chosen above.

Video, pictures, and anecdotal notes will be used to provide documentation of the knowledge the children gained from our emergency vehicle theme.

Video and written anecdotal documentation will be provided to show learning for APL-2I

Video and Pictures will be provided to show learning through APL-3t

Video and written anecdotal documentation will be provided to show learning for HPD-8p

Pictures and written documentation will be provided to

show learning for LDC-9p

EDU 221

Observation
Key Assessment

Observation 1-Stephanie

A. List of observed activities

Child's Name: Stephanie

Age of Child: 2

Date, day and time: Tuesday, November 4th, @ 9:00 am

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

9:00= Transition to outside

9:05= Sit and watch peers from car

9:10= Sit and watch peers from car

9:15= Follow peers (2)

9:20= Sandbox

9:25= Sandbox

9:30= Sit in car

C. Summary

I observed Stephanie playing outside on the play ground at a childcare facility, tables, shaded areas, multiple ride in toys, slides, balls, mowers, music toys, and misc toys were available as well as a sandbox with age appropriate toys. About 14 children of the same age were on the play ground and 4 teachers. The playground had appropriate ground cover in the areas needed (ex: grass, sand, cement, and padded area near the slide and shaded area.

A. List of observed activities

Once outside Stephanie went straight over to the car and sat in it. Stephanie was content just sitting in the car watching the children not making it move or interacting with anyone else. Most of the first 10 minutes outside was spent sitting in the car. A teacher did walk over to the car and talk with Stephanie as she sat in the car and that is when Stephanie did move the car with her feet as she was sitting in the car.

Two girls came by the car and that is when Stephanie joined in with them. They said something to her and she started following them but as the two of the girls talked Stephanie followed them with little no word interaction. Stephanie doesn't run but she will walk fast to keep up with the girls and from time to time she seems unstable. One of the girls picks up a ball and throws it to Stephanie and the ball landed in the sandbox and that is where the girls ended up playing next. The teacher addressed that Stephanie was playing with her friends.

While the 3 girls entered the sandbox together, the other two girls started pouring sand together whereas Stephanie engaged in parallel play at this point. Getting her own shovel and pail and filling it with sand by herself. Often she would miss getting the sand directly in the pail. She didn't seem to mind though. from time to time she would look at the girls and see what they were doing but then she would continue to use her own shovel and pail. The girls were still playing in the sandbox when Stephanie decided she would go back to the car.

Stephanie spend the last few minutes of recess in the car. A teacher seeing that she was back in the car went and interacted with Stephanie until it was time to go inside. Stephanie didn't show a lot of emotion but I know she can because I have seen it in the classroom before. I believe inside she spends more time in play with children than what I observed outside.

Dominant forms of play- Stephanie seemed more content with watching others play at one point she did join two other little girls and follow them in their adventures. She didn't talk with them and they didn't mind that she was following them. Stephanie seemed to enjoy sitting in one of the cars and watching from afar. This seems to be Stephanie's comfort zone as she often did this. Stephanie often has balance issues so this may be reasons she doesn't run and play with others.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Stephanie was able to determine what she wanted to do and for how long. She wasn't as actively involved or engrossed in her activity as some of the other children were and she has a very mild temperament about her.

Recurring patterns of play

Stephanie seems to enjoy the car and sandbox as that is where she spent most of her time outside and she went back to the car to play.

Unusual or unique patterns of play

Stephanie didn't talk when interacting with other children. She would be parallel with children and following them but was not physically involved with them.

Relationship between play environment and play activities

Stephanie was able to determine what she wanted to play with and follow through as she transitioned outside she went to the car, she engaged in activity with two peers, and she played in the sand. Stephanie knew what to do with each of the areas she chose to play in or with. For instance Stephanie did move from point A to point B in the car when she decided to. She did engage in activity with two other children, and she did use the shovel to put sand in the pail. I haven't seen her run but I have seen her walk fast to engage in activity with other children. I haven't seen her say more than a few words but she finds a way to interact with other children.

Incidents affecting child safety

No noted incidents affecting the child safety

Observation 1
COGNITIVE PLAY

SOCIAL PLAY		Functional	Dramatic	Organized Games
	Solitary	Sat in Car	N/A	N/A
	Parallel	Played in Sand	N/A	N/A
	Group	N/A	N/A	N/A

NON-PLAY	Unoccupied	Onlooker	Transition	Aggression
	N/A	Child sits in car and watches peers	Follows simple directions (1 step) during transitions	N/A

OTHER	Exploratory	Constructive	Rough and Tumble	Chase Games
	N/A	N/A	N/A	N/A

Observation - #2 Morgan

Name: Morgan

Age of Child:4

Date, day and time: Thursday, November 20, @2:00

Length of observation/recording intervals: 30 minutes/ 5 minute intervals

2:00 Transitioned outside

2:05 running and playing with a group of friends

2:10 running and playing with a group of friends

2:15 trike trail

2:20 trike trail

2:25 running and playing to the other end of the playground/ music area

2:30 running and playing

C. Summary

Morgan is a four year old girl that I observed playing outside on the playground at childcare facility. The facility had multiple trike cycles for the students to ride, equipment for playing and climbing on, slide area, shaded area, miscellaneous toys, sandbox, outdoor music area, and the outside area had multiple ground covers (ex: grass, cement, sand, and soft padded area around the climbing toys). I observed 2 teachers on the play ground with the students.

A. List of observed activities

A group of children started running and playing once they were outside. Some children would join for a few minutes while others would stick together for a good part of the recess. Morgan seemed to like to be in control of the situation. The girls seemed to stick together and tried to get the boys and when they boys tried to get them back Morgan said "You can't do that" the boy said but you get us, and Morgan said, "We aren't mean about it). but once they both said what they wanted to say about it they continued to play. Morgan carried a hard toy tiger in her hand the whole time I observed her except when she was on the trikes but it is like other children knew not to pick up and take that tiger while she was riding the trikes.

On the bike trail as well Morgan wanted to control the situation, she wanted to let her peers know when to go and when to stop. They started playing a game where someone was selling food and she would let them know when it was their turn to stop. The teacher's seen what was going on and she followed the directions when she was reminded everyone must continue to ride on the bike trail. Soon after that she was ready to continue to run and play. That is what I noticed most of this age group doing. Morgan didn't appear interested in playing in the sandbox today.

Once Morgan finished riding the bikes her and two other boys and one girl ran to the music play area still in a chasing manner trying to get one another. Morgan stated for the other children to follow her and at this point they seemed content in doing so.

Dominant forms of play- Morgan was definitely a leader and wanted to control the group. For the most part the other children didn't mind and went about following her directions and ways of playing.

Appropriateness of play behaviors

The playground definitely has age appropriate toys for the children of this age group. Morgan fit well into the environment and with her peers. From what I seen she was a little overpowering and not willing to negotiate much for her age. She didn't have any problems deciding what she wanted to play or who she was willing to play with.

Recurring patterns of play

Morgan seemed to play well with anyone willing to let her control the group. She let others give their input but it is what she wanted to do is what the group did. (ex: when she decided she was ready to ride the trikes another boy continued to want to play their current game and she said she was going to ride the trikes and the others followed her to the trikes and then to the music area.

Unusual or unique patterns of play

Morgan was happy being surrounded by a group of children that would let her take the lead in their play.

Relationship between play environment and play activities

Morgan was didn't have a problem determining what she wanted to play and she followed through with her plan. It seemed as though Morgan transitioned outside with a plan. She engaged in group activity the entire time she was outside.

Incidents affecting child safety

No noted incidents affecting the child safety

COGNITIVE PLAY

SOCIAL PLAY		Functional (Practice)	Dramatic (Symbolic)	Organized Games (Games with Rules)
	Solitary	N/A	N/A	N/A
	Parallel	N/A	N/A	N/A
NON-PLAY	Group	Morgan played with the whole recess with a group of children. Common goal of chasing on another, riding trikes, playing in the music area, etc.	Lots of pretend play was happening with Morgan and her friends with the pretend food, chasing one another.	N/A
		Unoccupied	Onlooker	Transition
	N/A	N/A	During recess Morgan transitioned with her friends. Morgan was the one to indicate that it was time to move on to another activity. Morgan listened when it was time to transition at all times.	There was a small verbal argument between Morgan and one boy they both said what they wanted to say and it was a done deal, no real aggression.
OTHER		Exploratory	Constructive	Rough and Tumble
	N/A	For a short time they were pretending to sale food (bark) on the bike trail.	Lots of physical Activity was going on during recess with Morgan. While there was no physical fighting they would pretend to get one another.	Morgan played with games with others; the boys would get the girls and then the girls would get the boys

Draw a Conclusion from the findings

Compare the play activities of the two children studied

The two children I observed was actually quite opposite of one another. While Stephanie was very subdued and was fine playing by herself and watching the other children from afar. Speaking very little and a follower; Morgan had a lot to say, and was a leader and wanted to control the situation.

Discuss how the expectations were met or confounded

My first observation child-Stephanie had more teacher interaction on the playground. Twice the teacher engaged in conversation with Stephanie. Once encouraging her to use the car as it is suppose to be used (engrossing her in activity to get her to move the car) and the teacher also made a verbal comment when Stephanie was playing with the two girls how "Stephanie was playing with her friends."

Describe the finding include specific recommendations for curriculum and promote positive outcomes for each child

My observation #2

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Teacher's can communicate with children during that time to make sure the play is appropriate and this will let the children know that the teacher is interested and encouraging play.

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Associate the findings with research and theory

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6 : Becoming a Professional

6a : Identifying and involving oneself with the early childhood field

6b : Knowing about and upholding ethical standards and other professional guidelines

These documents are inlined:

- EDU 153 Submit Menu Policy.docx

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.

6c : Engaging in continuous, collaborative learning to inform practice

These documents could not be inlined:

- [EDU 146 FINAL KA Power Point Presentation.pptx](#)

6d : Integrating knowledgeable, reflective, and critical perspectives on early education

6e : Engaging in informed advocacy for children and the profession

These documents are inlined:

- EDU 153 Submit Menu Policy.docx

Parent Handbook Policy On Nutrition

Shining Stars Preschool meals are prepared to meet the NAEYC Ethical Guidelines and the CACFP Requirements. The Menu Planner uses the Nutrient Standard or Assisted Nutrient Standard Menu Planning guidelines. These guidelines provide appropriate foods, alternative foods that are usable, and the amounts of servings each age group has to be served.

The meals prepared at Shining Stars provide a healthy variety of foods. Children will often be exposed to new foods to try as well as foods they enjoy eating. We believe it is important to teach children at a young age the importance of healthy eating. Shining Stars meals provides an array of color, texture, flavor, temperature and nutrition. Our meal schedule and menus are posted in every classroom and the Shining Stars website for your convenience. Shining Star provides a daily progress report allowing parents to be aware of what their child eats and drinks at each meal.

Shining Star thrives to meet the needs of their families. Cultural beliefs, Religious beliefs, and Diversity are taken into consideration when planning meals. Our menus offer a wide range of ethical foods. Parents are encouraged to visit the [choosemyplate.gov](http://www.choosemyplate.gov) website to find ways to incorporate healthy and diverse foods in the meals at home.

<http://www.choosemyplate.gov>

No peanut products are used when preparing meals. Shining Star follows the USDA requirements. Parents are encouraged to visit the USDA food safety page at <http://www.foodsafety.gov> to find ways to properly prepare and store foods. Shining Stars provides excellence health and safety services. Allergy list is kept on file and in every classroom for each child with allergies. Children with allergies need to have an Epi Pen at the school and continued communication between parents, teachers, and the school needs to be open.



Appendix

