

EARLY CHILDHOOD TEACHING: LANGUAGE & LITERACY

COMPETITION READINESS

AREAS OF FOCUS

- Team event - no more than three (3) members
- Focus is to develop skills in planning developmentally appropriate teaching concepts; demonstrate abilities to select appropriate activities for young children; work creatively in planning around a theme and develop the ability to work as a team
- Project must be completed during the current school year
- Project must be based on theme: **FAMILY**
- Select specific age category
- Includes a display
- Adhere to display measurements. A six (6) foot table will be provided, there will be no wall space
- Material cost may not exceed \$25.00
- Two (2) learning packets must be submitted
 - Learning Packet A includes: four (4) copies of lesson plan, activity plan and daily schedule
 - Learning Packet B includes: four (4) typed copies of the list of resources and four (4) typed copies of the itemized cost list of items used for the event
- Only team members can set up the display
- Items in display should be student made. Exceptions include flannel board and storybooks

PREPARATION TIPS

Students should:

- Base project on theme: **FAMILY**
- Research transportation for early childhood
- Document activities through pictures for display
- Decide what age level you would be teaching this lesson
- Use the scoring rubric to prepare for the presentation
- Submit Learning Packet A and Learning Packet B at correct times with correct number of copies

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Books about transportation (children's books and research books)
- Early Childhood resource books
- Internet resources

LESSON

- Create lesson plan related to theme using the attached lesson plan
- Create activity using the activity form
- Create display from pictures and props from project used in a preschool classroom during the current year

EARLY CHILDHOOD TEACHING: LANGUAGE & LITERACY

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	No

Program Standards: 7.2, 8.1, 8.3, 9.1, 9.3, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2, 12.3, 12.4
(ECC Program Standards: 1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 18.0)

State Competition - Individual Event

PURPOSE

To demonstrate knowledge and skills related to Language and Literacy Development within Early Childhood Education. Participants are expected to plan and orally present their lesson plan, book of choice and learning prop and the instructional strategies utilized before, during and after reading the book with children. The set of activities required in this competition will support the student in developing their educational decision making skills.

ELIGIBILITY

- The Early Childhood project activities and supporting materials must be planned, conducted and prepared by the participant only
- Participant will choose a category of two-three (2-3) years old, four-five (4-5) years old or kindergarten
- Participant will complete a literary lesson plan related to this year's theme: ***Family***

PROCEDURES

Send the completed Arizona Early Childhood Teaching: Language and Literacy Entry Form to:
Gerry Corcoran
Arizona Department of Education
FEA State Director
1535 W. Jefferson St. Bin # 42
Phoenix, AZ 85007

CHECKLIST OF ITEMS TO SUBMIT BY DEADLINE OF LAST FRIDAY IN JANUARY

- Official Competition Entry Forms
- Learning Packet A
 - Completed Lesson Plan and Literacy Activity Form (included in this packet)

CHECKLIST OF ITEMS TO BRING ON THE DAY OF THE COMPETITION

- Learning Packet B
 - Four (4) copies each of the itemized list of resources and cost list of items used for the event

THE TOP THREE (3) ENTRIES WILL RECEIVE AWARDS AT THE FEA STATE CONFERENCE

RECOMMENDED TIMELINE FOR COMPETITION PREPARATION

	HIGH SCHOOL ADVISOR	HIGH SCHOOL STUDENT
SEPTEMBER	<ul style="list-style-type: none"> • Introduce competition • Review included forms and discuss scoring rubric • Review the assessment to determine eligibility • Contact ADE/ECE with questions if needed for clarification • Develop activities to teach students about lesson planning and comprehensive components • Make sure students understand concrete vs. abstract learning and how learning props make learning concrete for young learners (link to DAP and brain development) 	<ul style="list-style-type: none"> • Complete the assessment for eligibility • Become familiar with competition requirements and scoring rubric. Schedule preparations as noted below
OCTOBER	<ul style="list-style-type: none"> • Develop activities and lesson to teach about literacy development • Introduce Dialogic Reading Techniques using the PEER/CROWD Sequence 	<ul style="list-style-type: none"> • Research appropriate activities and materials, including book choice, for theme • Review PEER/CROWD Sequence (in packet) to help prepare for completing literacy activity plan • Practice reading a book to a child using the Dialogic Reading Techniques
NOVEMBER	<ul style="list-style-type: none"> • Watch students reading to young children and offer feedback according to the Dialogic Reading Techniques 	<ul style="list-style-type: none"> • Complete Lesson Plan Template and Literacy Activity Plan
DECEMBER	<ul style="list-style-type: none"> • Support students in finding a small group of appropriately aged children for implementation next month • Review expectations of the competition with students 	<ul style="list-style-type: none"> • Finalize plans for reading to a group of children • Create a learning prop to help teach your objective and make the learning meaningful • Prepare for implementation with an appropriate age group of children next month; schedule day, time and location
JANUARY	<ul style="list-style-type: none"> • Provide support and feedback • Assure students submit Learning Packet A requirements to ADE 	<ul style="list-style-type: none"> • Implement Literacy Activity Plan with children • Submit Official FEA Conference Competition Entry Form and Learning Packet A by LAST FRIDAY OF JANUARY
FEBRUARY	<ul style="list-style-type: none"> • Provide opportunities for practicing their oral presentation and answering questions • Review the guidance and scoring rubrics with students 	<ul style="list-style-type: none"> • Practice oral presentation using Guidelines • Practice answering questions about your work • Refer to Scoring Rubric and make any needed adjustments
MARCH	<ul style="list-style-type: none"> • Assure student has gathered all materials for competition 	<ul style="list-style-type: none"> • Bring book and prop to present at FEA Conference

GUIDELINES

- This year's theme is *Family*
- In this event, the student will be required to complete both a Lesson Plan Template and a Literacy Activity Form and create a learning prop to ensure that the objective is presented to the learner in concrete terms and is not abstract. There should be an educational link between the objective, literacy activity plan and learning prop
- The student should choose an objective that is related to the Early Learning Standards for age levels two-three (2-3) or four-five (4-5) and appropriate Arizona Academic Standards for kindergarten
- The Literacy Activity Plan should outline the whole group learning activity for an amount of time appropriate for the age and grade level of the students. Preschool 10-15 minutes; kindergarten 15-20 minutes
- The Lesson Plan Template should intentionally support the learning of young children through the use of an assigned theme. Appropriate materials and activities should support the development of conceptual knowledge
- It is expected that participants will have read the book to a group of young children and used the learning prop as part of that task
- On the day of the event the student should be prepared with a copy of the book from the planned activity form and the pre-made learning prop. Only materials for the presentation are to be carried into the display area
- Please note worksheets are an unacceptable strategy for young children
- Material costs for the display shall not exceed \$25.00. Items that are not consumable and are already used in an early childhood classroom do not have to be included in the cost list. Only items that are consumable or purchased specifically for the display must be recorded
- Items in the display should be student made rather than commercially produced
- Use the Scoring Rubric to prepare for event
- Spectators will not be allowed to observe any portion of this event

PRESENTATION GUIDELINES

The Oral presentation of the Literacy Activity Plan and learning prop may be up to 10 minutes in length. It should include the following elements:

- **An Introduction:** explaining the objectives of the lesson, their choice of book, explain your Dialogic Reading Technique
- **Links to learning:** Present the learning prop and book; explain how the learning prop helps with the learning for young children and how it links to the Lesson Plan Template
- **Implementation:** Explain the strategy used for reading of the book, what were the reactions of the children, what did you witness them learning through your activity

Following the presentation, judges will have five (5) minutes to interview the participant

- Please note in preparing for the presentation, students should understand what is meant by learning goals and/or objectives, what materials are appropriate in an early learning setting, rationale for using developmentally appropriate practices, have working knowledge of effective instructional strategies for young learners and be able to identify expected outcomes of their activity

CHECKLIST OF ITEMS TO SUBMIT BY DEADLINE OF last Friday in January

- Official Competition Entry Forms
- Learning Packet A
 - One (1) typed copy of the completed lesson plan (form attached)
 - One (1) typed copy of the completed literacy activity plan (form attached)

CHECKLIST OF ITEMS TO BRING ON THE DAY OF THE COMPETITION

- Learning Packet B
 - Four (4) typed copies of the itemized list of resources and cost list of items used for the event
- Book used in the learning activity
- Learning Prop

DEFINITIONS

Learning Prop:	A hands-on tool or visual reminder that makes an experience more enjoyable and meaningful for children
Objective:	An outcome statement that specifies what children should know and be able to do
Modification:	Content expectations are altered and the performance outcomes expected of student are changed
Accommodations:	Services or supports to help children gain full access to content and instruction (students with disabilities are expected to learn everything their classmates are expected to learn)
Evaluate:	To determine the significance, worth or condition by careful appraisal and study
Concrete:	Characterized or belonging to immediate experience of actual things or events
Abstract:	A concept that you cannot see or touch

LESSON PLAN TEMPLATE

Names: _____

School: _____

Grade Level: _____ Theme: _____

OBJECTIVES:

STATE STANDARDS:

Environmental Plan: Materials/activities you will add to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme and/or project.

Language/Literacy	Science/Math	Manipulatives	Music/Movement
Dramatic Play	Computer/Technology	Outdoor Environment	Sand/Water
Blocks	Art	Special Needs Adaptations	ELL Adaptations

LITERACY ACTIVITY FORM

Name: _____

School: _____

Age of Children (select one): 2-3 4-5 K

Book Name:

Objectives:

How does your book address the learning goal or objective: (What knowledge or skills will this book help children know and be able to do?)

RATIONALE

Why is this knowledge or skill important for children to know and be able to do at this age?

SETTING

Briefly describe additional classroom materials needed in the learning centers to support the activity plan

PRE-ACTIVITY

What did you do to prepare for the book reading activity? (Pre-read the book, pull out concepts that are relevant to your objective, vocabulary words to define or explain, open-ended questions to ask during the reading)

ACTIVITY

Briefly describe how the reading activity will flow and the “shared” reading tools you will utilize. (See PEER/ CROWD sequence included in packet)

Rationale Statement: (What is your hook, why have you chosen this set of objectives/unit/project? Which children’s interests have you noted that you are using to create your theme/project? Which instructional needs have you identified?): *Several children in the group recently celebrated birthdays and held family parties in the park. They have been demonstrating excitement over the activity of having a party (invitations, gifts, games, etc). Instructional needs to address include vocabulary development around emotion words and pre-writing skill development.*

Objectives:

- children will identify the feelings of excitement, surprise, and happiness; children will describe same feelings
- children will describe/discuss family celebrations or cultural traditions
- children will organize letter like symbols clustered together to represent words.

State Standards:

- SE: S1; C2 Recognition & Expression of Feelings
- SS: S4; C2 Family Identity (Human Systems)
- LL: S3; C1 Written Expression

Environmental Plan: Materials/activities you will add to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project.

<p>Literacy</p> <p>Materials: Pre-printed party invitations; envelopes; blank note cards; thank you note cards; calligraphy pens; markers and gloss pens; calendars</p>	<p>Science</p> <p>Materials: Wrap boxes with wrapping paper with various “gifts” inside them. Place measuring materials in area. (rulers / scale / measuring tape) and notepad and paper. Have children predict what type of present is in the box. Have predictions listed on one chart. Activity: When introducing activity during small group time, have children predict what type of present is in the box. Have predictions listed on one chart. Have children explain their prediction and then later in week during group, review predictions and open presents to see who was right.</p> <p>* Note that this does not address above noted standards, but still addresses ELS – Math and Science</p>	<p>Manipulatives/Math</p> <p>Materials: colored candles; Styrofoam rounds; pattern cards;</p> <p>Activity: Make patterns with colored candles and Styrofoam “cakes” –</p> <p>* Note that this does not address above noted standards, but still addresses ELS - Math</p>	<p>Music/Movement</p> <p>Create a dance floor area and provide upbeat celebration/birthday music from around the world (have parents provide music from home if available).</p>
<p>Dramatic Play</p> <p>Materials: party hats; various sized boxes wrapped and unwrapped; wrapping papers; bows; invitations; guest list pads; to/from tags; & pens; cake cookbooks; cake stands and cake decorating tools</p>	<p>Computer/Technology</p> <p>Materials: Publisher/card making software for children to design invitations and thank you cards</p>	<p>Outdoor Environment</p> <p>Materials: Pinata Games</p>	<p>Sand/Water</p> <p>colored water and bubbles</p>
<p>Blocks</p> <p>Materials: party decorations that can be strung or hung by the children</p>	<p>Art</p> <p>Materials: Cake decorating utensils; plastic knives; various types of candles; plaster of Paris rounds to decorate w/ colored shaving cream</p>	<p>Special Needs Adaptations</p> <p>Wrap writing utensils with sponges for children with weaker grasps</p>	<p>ELL Adaptations</p>

Teaching Responsibilities and Interactions: Activities that you as the teacher will plan and how you will facilitate receipt of the information for the student – group times, learning center activities, scaffolded learning opportunities. How will you interact with children during activities? What vocabulary will you use and in what context?

- **Essential Information** (What is essential for the student to know related to your objectives? How will you embed the information into the environment and other learning opportunities?)

Vocabulary

excited/excitement; celebrate/celebration; present; invitation; guest; uncle; aunt; cousin – will use during dramatic play activities and during interactions while children create invitations in the literacy center.

Numeracy Skill Sets

patterning and number sense

- **Modeling:** (How will you demonstrate the skill/competence? What other students have the skill that can assist?)
Will create a guest list and model filling in pre-printed invitations.
- **Small Groups:** (How will you engage children in small group activities to occur during choice time? What vocabulary will you use during groups and how will you encourage conversation between children and adults?)
 - 1. Create story charts using feeling words – surprise/excited/happy. Ask the children “How would you feel if... a frog jumped out of a present you were unwrapping?” Record responses on charts.*
 - 2. Have children dictate stories about a time when they were surprised. “Tell me about a time when you were really **surprised**”*
- **Family Involvement:** (How will you actively engage families in the learning process?)
Prior to week, will send survey home to parents and encourage them to complete with their child during meal time. Have questions related to reasons the family celebrates. What was the last event the family celebrated and how did they celebrate. Ask families to provide photos if available to decorate room and encourage conversations.

Ongoing Progress Monitoring:

- **Eliciting Responses** (What questions will you ask students during play and group activities? What activities will you set up to obtain a behavioral response?)

*Who would you invite to your party? When would you schedule your party if you were planning one? Set up activities to create guest lists and write invitations. Will need calendars to assign and choose dates. ***Note, appropriate use of a calendar in preschool – making its function known and purposeful rather than simply counting numbers in unison.***

- **Check for Understanding:** (Strategies to determine if students understand the information presented, observations/behaviors for which you will be watching, strategies/questions for eliciting responses)

Review children's work samples of written invitations and guest lists. Observe for patterning during manipulative and art play activities. Observe dramatic play and interact with children asking questions related to their party plans (guests, activities – and their relation to their own parties/activities). Document observations with anecdotal notes. Use profiles during group times to document when children identify or use emotion words happy, excited, surprised. Planned group times will include charade play and "what would happen if..." scenario questions.

- **Closure:** (reviewing and clarifying the key points, summary activity, how and when will you wrap your days' activities?)

Will wrap up by letting children discuss why they celebrate and have parties. Children will have opportunities to share their guest lists and describe family members they plan to invite to their party.

- **Assessment:** (criteria by which the student's progress will be evaluated, how will you know the student met the objectives?)

Work samples showing letters clustered as if written invitations or words in list format – Written Expression

Observations with dialogue indicating the use of vocabulary – Recognition/Expression of Feelings

Observations of children's interactions with each other and during group times related to personal celebrations. Observations describing children's use of relating personal celebrations to week's activities will provide evidence of progress within Human Systems.

To Do List: What materials do you need to gather? What resources do you need to locate? What do you need to prepare in advance?

Lesson Reflection: (How well did the plan work, was enough planned? Too much? Did children maintain interest or go in other directions? What will do the same if you repeat this? What will you differently the next time?)

POST ACTIVITY

What follow up will you do to reinforce the skills/ knowledge learned during the reading activity?

Describe your learning prop, how it relates to the chosen book and how it makes the learning concrete for your students?



ADAPTATIONS

How will you modify or adapt your plan to accommodate the differing needs of the students in your classroom? (if necessary)





EVALUATION

How will you evaluate the children's understanding of the goal or objective?

THE PEER SEQUENCE

STEP	HOW DO YOU DO IT?	HOW DOES IT HELP?
<p>P = Prompt the child</p> <p>Example: Point to picture and ask “What is this?” Child responds, “a cat.”</p> 	<p>Ask the child a question or invite the child to talk about something on the page</p> <p>You can prompt the child to name an object on the page or talk about something in the story</p>	<p>Focuses attention</p> <p>Engaging the child in the story helps the child understand the plot</p> <p>Builds vocabulary</p>
<p>E = Evaluate what the child says</p>	<p>Think about what the child says. Is the answer correct?</p> <p>What information can you add?</p>	
<p>E = Expand on what the child says</p> <p>Example: “Yes, it’s a big brown cat. Can you say that?”</p>	<p>Add a few words to the child’s response</p> <p>In some cases, gently provide the correct response</p>	<p>Encourages the child to say just a little more than he or she would naturally</p> <p>Builds vocabulary</p>
<p>R = Repeat</p> <p>Example: Child repeats, “a big brown cat.”</p> 	<p>Ask the child to repeat the expanded or correct response</p>	<p>Encourages the child to use language</p>

THE CROWD SEQUENCE

KIND OF PROMPT	HOW DO YOU DO IT?	HOW DOES IT HELP?
<p>C = Completion</p> <p>Example: Let's finish this page together</p> <p>Over in the meadow, in a hole in a tree, lived a mother bluebird and her little birdies</p> 	<p>Ask the child to complete a word or phrase.</p> <p>Completion questions are often used in books that rhyme</p> <p>Ask the child to supply a repeated refrain such as, "Not by the hair of my chinny, chin, chin"</p>	<p>Encourages child to listen</p> <p>Encourages child to use language</p>
<p>R = Recall</p> <p>Example: What happens after the wolf climbs onto the third little pig's roof?</p>	<p>Ask the child details about what happens in the story</p> <p>Ask the child what the characters do</p>	<p>Builds a sense of story</p> <p>Helps children recall details</p> 
<p>O = Open-ended</p> <p>Example: Tell me what's going on in this picture</p>	<p>Ask the child to tell what is happening in the picture</p>	<p>Provides an opportunity for the child to use language</p>
<p>W = Wh-prompts</p> <p>Example: What's this called? What does the pig use it for?</p>	<p>Point to something in a picture and ask the child to name the object or action</p>	<p>Builds vocabulary</p> 
<p>D = Distancing</p> <p>Example: Have you ever made a cake? Who was it for? What did it look like?</p>	<p>Ask questions that relate something in the story to the child's life</p> 	<p>Helps the child make connections between books and life</p> <p>Provides an opportunity for the child to use language</p>

EARLY CHILDHOOD TEACHING: LANGUAGE & LITERACY SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA

SCORING			SCORE
ACTIVITY PLAN ORGANIZATION		Literacy Activity addresses both the objective and is developmentally appropriate for the age level	
		Clear explanation of modeling to be used for support of the prop and objective and likely to result in learning	
LEARNING PROP		Learning prop provides a concrete learning experience and addresses the objective	
		Presenter did give a clear explanation of the use of the prop as an effective instructional strategy	
LESSON PLAN CHOICE OF ACTIVITIES AND MATERIALS		Theme is fully developed and evidenced in the lesson plan	
		Objectives meet developmental needs of preschoolers	
		Lesson plan link to Arizona Early Learning Standards is clear	
		Activities and materials are stimulating, challenging & peak student interest	
ORAL PRESENTATION		Presenter expresses the objectives, instructions and directions with clarity	
		Activity is presented with organization including focus on content, accuracy of information and age level appropriateness, sequence of events, pace and transition	
		Wrap up did reinforce activity plan objective with an appropriate summary	
PROFESSIONAL APPEARANCE		Presenter spoke clearly with appropriate pitch, tempo and volume	
		Excellent posturing, body language, gestures, handling of props/materials and eye contact	
		Excellent use of grammar and pronunciation	
PRESENTATION TIME MANAGEMENT		Presenter provided clear and concise answers to the judges' questions regarding the activity plan and prop	
ECAP Submitted prior to competition for scoring 1 2 3 4 5			
Resume Submitted prior to competition 1 2 3 4 5			
Interview Submitted prior to competition 1 2 3 4 5			
Pre-Qualifier Online Test Score 1 2 3 4 5 6 7 8 9 10			
TOTAL SCORE:			

JUDGE'S COMMENTS:

CONTACT INFORMATION



For information on all Arizona FEA Competitions contact:

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