

Project Planning Journal

ECED 323: Project and Play



Name of Teacher: Erinni Binikos

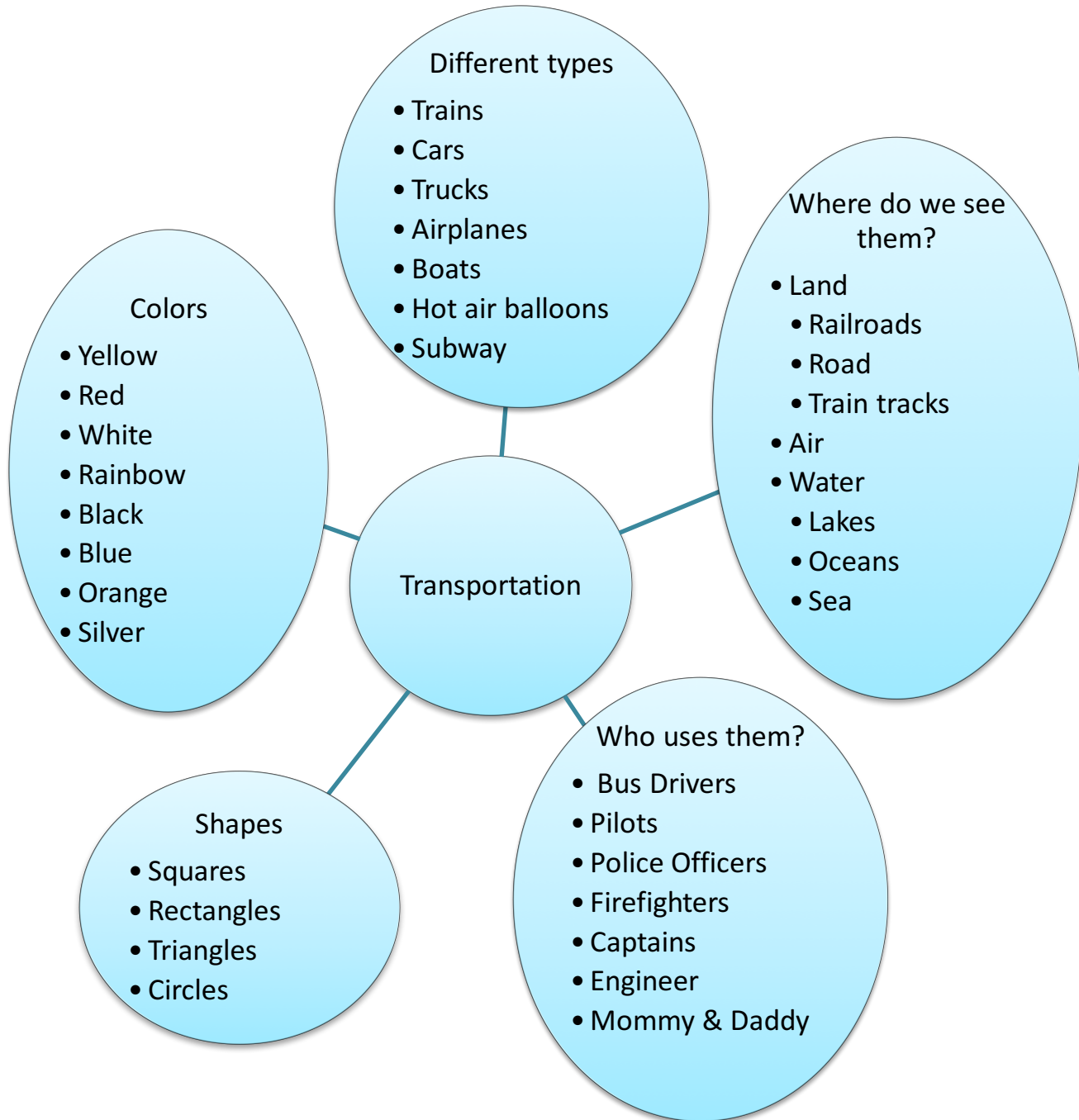
Project Title: Transportation

**Project Dates: November 5, 2018 to
November 16, 2018**

Center: Rainbow Trail Child Care Center

Age Level: 4-5 years old

Planning Web:



Children will need enough knowledge about the topic to develop questions for investigation. What event can be used to focus the children’s attention on this topic?

Pictures Discussion

Explain the activity: I will take five students at a time and show them pictures of different transportation vehicles to promote discussion.

KWL Chart

K (Know)	W(Want to know)	L (Learned)
<ul style="list-style-type: none"> • Planes: Give us free drinks, they fly up high in the sky, gives us food, I watch them in the sky • Cars: They drive on the road, Daddy and Mommy have one, they have wheels • Trains: Drive on tracks, carry lots of people, the driver pulls a loud horn • Boats: Are on water, they are big, I went on a Cruise on a boat 	<ul style="list-style-type: none"> • Who drives airplanes? • What color are airplanes? • How do you drive a car? • What cars are the fastest? • Where are trains found? • How many carts are there on a train? • Can you go anywhere in the world? • How do boats float? 	<ul style="list-style-type: none"> • Pilots fly airplanes. • Airplanes are usually white, but can vary in color. • A license is required for every transportation vehicle. • Sports Cars are usually the fastest. • Trains are found are train tracks to carry things. • Carts vary in amount. • You can travel anywhere by different transportation vehicles. • An object floats if it weighs less than the total amount of water. • The children learned different vocabulary from each lesson. • The children learned to work appropriately with peers. • The children learned where transportation objects are found. • The children learned yoga positions. • The children learned to move objects with a magnet. • The children learned to be creative to express their own work samples.

PA Standards:

Read aloud	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Teach a song with finger play	AL. 1 PK.C Engage in complex play with sequences with two or more children.
Pre-Writing Activity	AL. 2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.
Math	2.3 PK.A.2 Analyze, compare, create, and compose shapes.
Math	2.2. PK. MP. Use mathematical processes when representing relationships.
Science	3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.
Art	9.1 V PK.E Use imagination and creativity to express self through visual arts.
Physical Education	9.1 M. PK. A Know and use basic elements and principles of music and movement.
Technology	15.4 PK. B Demonstrate responsible use of technology and equipment.

Goal: The students will be able to have a better understanding of transportation.

Objectives:

Read aloud	The children will be able to retell details of the book after provided the main idea.
Teach a song with finger play	The children will be able to recite the song after the teacher with the corresponding finger play.
Pre-writing activity	The children will be able to create artwork with trains and paint.
Math	The children will be able to compose a vehicle utilizing pre-cut shapes.
Math	The children will be able to recreate the pattern on the card.
Science	The children will be able to test transportation objects and predict if they will float or sink.
Art	The children will be able to create a vehicle with the materials.
Physical Education	The children will be able to recreate movements of transportation vehicles.
Technology	The students will be able to explore with the vehicles through magnets to move them.

Bloom's Taxonomy:

Level	Objectives
Knowledge	<ul style="list-style-type: none"> The children will be able to retell details of the book after provided the main idea. The children will be able to recite the song after the teacher with corresponding finger play. The children will be able to recreate movements of transportation vehicles.
Comprehension	<ul style="list-style-type: none"> The children will be able to recreate the pattern on the card.
Application	<ul style="list-style-type: none"> The children will be able to create a vehicle with the materials.
Analysis	<ul style="list-style-type: none"> The children will be able to test transportation objects and predict if they will float or sink.
Synthesis	<ul style="list-style-type: none"> The children will be able to create artwork with trains and paint. The children will be able to compose a vehicle utilizing pre-cut shapes.
Evaluation	<ul style="list-style-type: none"> The students will be able to explore with the vehicles through magnets to move them.

Vocabulary:

Read aloud	Destination, Surrounded, Toured
Teach a song with finger play	Near, Far, High
Pre-writing activity	Paint, Train, Wheels
Math	Square, Circle, Rectangle
Math	Pattern, AB Pattern, AA Pattern
Science	Fink, Sink, Prediction
Art	Vehicle, Creativity, Expression
Physical Education	Movement, Yoga, Relax
Technology	Magnets, Motion, Power

Materials:

Read aloud	Book: "I Knew You Could!" by Craig Dorfman
Teach a song with finger play	Marker, Computer, Printer
Pre-writing activity	Construction Paper, Paint, Trains
Math	Construction Paper, Scissors, Glue Sticks, Markers
Math	Paper, Computer, Prink, Paper Clips
Science	Bucket, Water, Various Transportation Items

Art	Paper Clips, Glue Sticks, Scissors, Tissue Paper, Construction Paper, String, Popsicle Sticks
Physical Education	Computer, Paper
Technology	Trains, Duct Tape

Assessment Plan:

Objectives	Assessment Plan	Assessment Evidence
<ol style="list-style-type: none"> 1. The children will be able to retell details of the book after provided the main idea. 2. The children will be able to recite the song after the teacher with the corresponding finger play. 3. The children will be able to create artwork with trains and paint. 4. The children will be able to compose a vehicle utilizing pre-cut shapes. 5. The children will be able to recreate the pattern on the card. 6. The children will be able to test transportation objects and predict if they will float or sink. 7. The children will be able to create a vehicle with the materials. 8. The children will be able to recreate movements of transportation vehicles. 9. The students will be able to explore with the vehicles through magnets to move them. 	<p>All Assessment will be done through observation.</p>	<ol style="list-style-type: none"> 1. The children were able to retell one detail each from the story. 2. The children sang the song with the appropriate finger play after I modeled it a couple times. 3. The children painted their own abstract art with the trains. 4. The children made their own train with different shapes. 5. The children recreated the pattern shown on the card. 6. The children each predicted and tested if their transportation object will sink or float. 7. The children made their own car with the art materials. 8. The children completed the yoga positions and sounds as I did it with them. 9. The children raced the trains while moving the magnets.

Phase I: Reflections:

Take time to reflect on your selection of this possible topic. Record your thoughts.

1. What are your reasons for selecting this topic?

My topic was chosen by the center. The theme was transportation for my two weeks.

2. What possible directions could it take?

Due to there being various sub topics and vehicles, there are different directions the project could take. I could teach more about all of them cohesively, or just a specific one. The students may sure interest in just trains, or airplanes. I could teach about transportation in subsections. Whether the vehicles are found on land, air, or in water.

3. What content or skills would be strengthened?

The children will strengthen multiple skills during the project. The children will know there are different types of transportation vehicles found on land, water, and in the air. The read aloud will allow the children to work on their retell skills. The finger play and physical education lesson grants the children confidence from singing and creating Yoga poses. The children enhance their math skills by composing shapes and creating patterns. The pre-writing activity and the art lesson allow the children to strengthen their expression and creativity skills. The science investigation allows the children to make predictions and test their theories. The technology lesson grants the children different skills of exploration.

4. What do you know about this topic? What would you like to know about this topic?

I know there are different types of transportation vehicles found in different places of the world. Transportation is used to get to place to place. Different certified people are able to operate different transportation vehicles. There are different models and colors of every transportation vehicles. I would like to know how different vehicles are made and the process of getting licensed for different vehicles. I feel like the children would be interested in knowing these aspects about transportation.

Activities You Have to Do

Content	Activity	Summary of the plan		When will you teach/do the activity
		Partner 1	Partner 2	
Routine	Morning meeting Narrative	Narrative	Narrative	
Language Arts	Create a literacy center	Narrative		
	1. Read aloud	Lesson Plan	Lesson Plan	
	2. Teach a song or finger play	Lesson Plan	Lesson Plan	
	3. Word Wall	One Word Wall		
	4. Pre-writing activity	Lesson Plan	Lesson Plan	
Math	Create a math center	Narrative		
	1. Teach at least two lessons	Lesson Plan 2	Lesson Plan 2	
Science	Create a science center	Narrative		
	1. Do an exploration activity	Lesson Plan	Lesson Plan	
Dramatic Play Area	Change the dramatic play area related to your topic	Narrative		
Art	Painting, Drawing, Using play dough, craft	Lesson Plan	Lesson Plan	
Physical Education	Integrate music and movement activities	Lesson Plan	Lesson Plan	
Technology	Use Technology	Lesson Plan	Lesson Plan	
Organize an event for the parent	Activity narratives	One Event		
Guest Speaker	Activity narratives	One Guest Speaker		
Field Trip	Activity narratives	One Field Trip		
Documentation Panel		One Poster		

Narrative of the Activity

Morning Meeting:

For the morning meeting, I will gather the students on to the circle rug and ask them to sit on their assigned letter. I will pick on students to say what chapel song they want to sing. After chapel, we will begin doing our circle time songs. The students will be able to move and dance around which allows them to release their energy. The children will be able to say hello to their friends sitting next to them. The students will then sit criss cross applesauce to begin calendar. We will sing the days of the week song and I will pick a student to put the day on the calendar. We will then sing the months of the year. We will then sing the weather song while two observes go to the window to look at the window. I will then introduce the letter of the week and show the students videos on the letter. I will enclose circle time by reading a story. After the story, I will ask the students one by one which center they would like to go to for free play.

Literacy Center:

Books:

1. Margret & H.A. Rey, 1998, Curious George and the Hot Air Balloon, Houghton Mifflin Company
2. Lynn Conrad, 1989, All Aboard TRUCKS, Grosset & Dunlap Publishers
3. Edit Kunhardt, 1987, The Airplane Book, Western Publishing Company, Inc.
4. Sylvie Kantorovitz Wickstrom, 1988, The Wheels on the Bus, Crown Publishers, Inc.
5. Chris Van Dusen, 2005, If I Built a Car, Scholastic, Inc.

Pre- Writing Activities:

1. Transportation Lines
 - a. The children will copy the different lines going in different ways with dry erase marker.
2. Transportation Alphabet Match
 - a. The Children will match the letter wheels to the corresponding car



Visual Materials:

Have the word wall words laminated on a binder ring to reinforce the vocabulary for the unit.



Game: Words/Letters:

Laminate different vehicles and have clothes pins to help the students pick which sound coordinates with the first letter of the vehicle.



Math Center:

1. Name of the activity: Teddy Bear Bus

Goal: Number Sense & Counting

How the children will use the activity? The children will place the amount of teddy bears on the bears to match the card.

Benefit: Students will be able to recognize numbers, count, and use fun materials.



2. Name of the activity: Drive & Trace

Goal: Shape Recognition

How the children will use the activity? The children will drive the car over the shape.

Benefit: The students will have fun playing while learning about shapes.



3. Name of the activity: Big or Small?

Goal: Comparing Sizes, Measurement

How the children will use the activity? The children will have two of the same vehicle in two different sizes. The children will separate the vehicles by big or small.

Benefit: The students will be able to compare sizes of items.

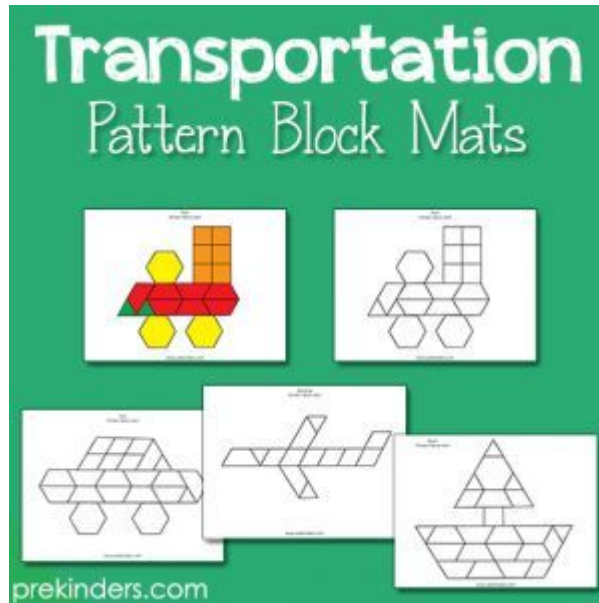


4. Name of the activity: Transportation Patterns!

Goal: Patterns & Matching

How the children will use the activity? The children will utilize shapes to match to the transportation mats.

Benefit: The children will be utilizing math concepts while creating a picture with shapes.



Science Center:

Name of the activity: Sensory Bin

Goal: Exploration

How the children will use the activity? The children will have multiple materials in a bin and can use their hands to explore.

Benefit: The children are exploring materials related to transportation while relaxing in the sensory bin.



Airplane
Sensory Bin



Dramatic Play:

Name of the activity: Pre-K Parking

Goal: The children will explore different materials utilized during transportation.

How the children will use the activity? The children will utilize different materials such as: steering wheels, costumes of people who use vehicles, a horn, and traffic signs.

Benefit: The students will have fun while utilizing transportation materials.



Parent Event:

- My placement currently has a bulletin board outside the classroom to interact with the parents.
- My placement sends out a newsletter each month for the parents.
 - My two weeks will be announced along with the parent event
- I will also be sending a personal letter home with the parents the week before the event.
- For the parent event, I will be inviting the parents to the center after they pick up their children to build various vehicles with their child. The parents and children will build the vehicles together then paint them. The children are encouraged to race their vehicles with their friends after they dry. The movie Cars will be playing during the event. The event will last until the movie is over, so approximately 8:00 PM. There will be snacks and drinks for the participants. I will be calling the event, "Treats & Transportation."

Letter:

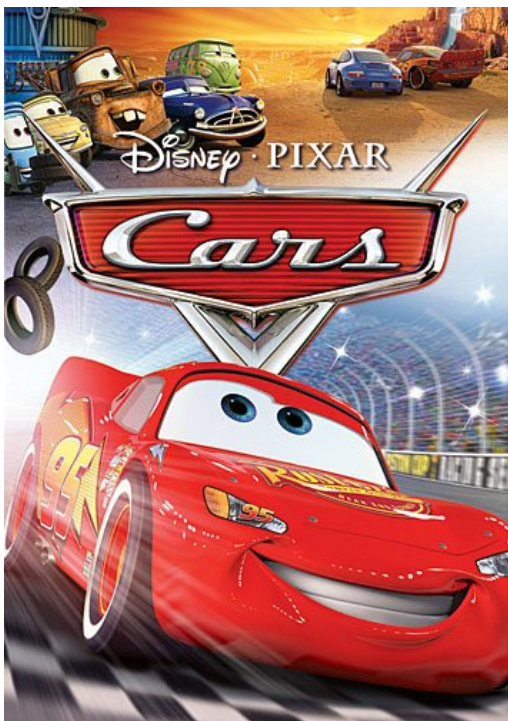
October 31, 2018

Dear Parents and Guardians,

As most of you know, I am going to East Stroudsburg University studying Early Childhood/Special Education. This semester I am required to learn what it is like being a Pre-K teacher. I will be in your child's classroom teaching from November 5, 2018 – November 16, 2018. I will be teaching your child about transportation. I will be holding a parent event where you will be building and painting cars with your child. The Disney movie Cars will be playing, and there will be snacks and beverages provided. The event will take place at the Center on November 8, 2018 at 6:00 PM. Please let me know if your able to attend with your child! Thank you.

Sincerely,

Erinni Binikos



Guest Speaker: For my guest speaker I will be inviting a police officer to the center. I will go on the Burroughs website to invite the speaker. The speaker will come into the classroom to speak to the students about what it is like driving a police car. This is perfect, because it will link to the following week's topic of community helpers. I will prepare the speaker to maximize opportunity by being a part of the field trip for the children. Discussion questions will include: Has anyone ever been inside a police car? What is different about driving a police car than other cars? What do the students know about police cars? What technology is in a police car? Also, the speaker will answer any questions the students have about the police car. The expert will need to bring his police car for the students to explore. I will be utilizing my phone to take pictures of the experience. The children will sit on the circle while the guest speaker gives the presentation of driving a police car and what it is like being a police officer. The children should ask the expert about what it is like to drive a police car over other cars.



Field Trip: For the field trip, I will be asking the guest speaker if the students can go inside the cop car to look at the equipment. Since we will not be leaving the center, I will not be needing permission slips, but I will be needing the help from my host teachers to get the children outside in an orderly fashion. I will have the students in pairs, and have two of my host teachers along with my director help the children getting outside. The police officer will allow X amount of children in at a time to observe the vehicle. It is possible the officer will bring plastic badges for the children to keep.

ECED 323: Project and Play
Read Aloud – “I Knew You Could!”

Name: Erinni Binikos
 Duration: 10 Minutes

Date: November 5, 2018
 Time: _____

Standards	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Objectives	The children will be able to retell details of the book after provided the main idea.
Vocabulary	Destination Surrounded Toured
Materials	<ul style="list-style-type: none"> The Book “I Knew You Could!” by Craig Dorfman
Description of the Activity	<p>Motivation: I will take the students to the circle rug with the help of my host teacher and ask them to sit around the circle criss-cross applesauce. To motivate the students in the reading, I will ask if anyone has heard of the little engine that could. I then will explain this story is speaking to them about their own abilities in life. Children love when things revolve around them, so I will remind them to think about this story in their own lives.</p> <p>I do: I will give directions on how the students should behave during the lesson. I will ask questions prior to reading the story, and during the story. EX.) Has anyone felt like this before. I will read the story from beginning to end. I will ask the students what they liked about the story.</p> <p>We do: We will have conversation based upon the book.</p> <p>You do: The students will listen to the teacher, answer questions, and behave during the lesson.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	After reading the book to the class, they learned to believe in their selves. The story taught them different vocabulary they were introduced to. The children behaved well, sat still, and engaged in conversation during the lesson. The children would explain things they do for their friends or family while reading.

ECED 323: Project and Play
Teach a Song with Finger Play – “Go, Go, Go!”

Name: Erinni Binikos
 Duration: 5-7 Minutes

Date: November 6, 2018
 Time: _____

Standards	AL. 1 PK.C Engage in complex play with sequences with two or more children.
Objectives	The children will be able to recite the song after the teacher with the corresponding finger play.
Vocabulary	Near Far High
Materials	<ul style="list-style-type: none"> • Large lined paper • Marker • Computer • Printer
Description of the Activity	<p>Motivation: I will take the students to the circle rug with the help of my host teacher and ask them to sit around the circle criss-cross applesauce. To motivate the students, I will ask them the different motions different vehicles and then introduce the song.</p> <p>I do: will give direction to the children on how to behave during the lesson. I will tell the children to sit on the circle, cirss-cross, applesauce and use their listening ears as I begin the lesson. I will sing the song with finger play, as they watch and listen. They will repeat the song as a small group of five students.</p> <p>We do: We will sing the song with finger play together after it has been demonstrated and modeled by the teacher.</p> <p>You do: The students will listen to the teacher, answer questions, watch and listen to the teacher model the song with finger play, and repeat the song as a group with appropriate finger play.</p>
Assessment	Assessment will be done by observations.
Documentation	Documentation will be done by notes and pictures.
Reflections	I had a visual representation of the lyrics to the finger play song with pictures to help the children with the words. The children got into who got to hold the poster, but we all went over the song together. The children loved doing the song because it was something different. I am happy this lesson got the children moving their bodies early in the morning.

ECED 323: Project and Play
Pre-Writing Activity – Painting with Trains

Name: Erinni Binikos
 Duration: 7-10 Minutes

Date: November 14, 2018
 Time: _____

Standards	AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.
Objectives	The children will be able to create artwork with trains and paint.
Vocabulary	Paint Train Wheels
Materials	<ul style="list-style-type: none"> • Poster Board • Paint: red, blue, green, orange, and yellow • Trains
Description of the Activity	<p>Motivation: I will take the students to the tables, with the help of my host teacher and ask them to sit. I will have the materials laid out on the tables and aske the students what colors they see. I will also ask what they usually use to paint with. I will then tell them they will be painting with trains today.</p> <p>I do: I will give directions on how to behave during the lesson. I will remind the students the paint stays on the paper and to have fun exploring with the materials.</p> <p>We do: We will explore the materials together.</p> <p>You do: The students will listen to the teacher give directions and paint with the trains.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	The children were given two different colors of paint and a train to make their own art work. After they finished their creation, I wrote their name on the back with pencil and hung it up to dry. The children then put the trains in the bucket. The children enjoyed painting with the trains and behaved appropriately while doing the activity.

ECED 323: Project and Play
Math – Transportation Collages

Name: Erinni Binikos
 Duration: 10 Minutes

Date: November 8, 2018
 Time: _____

Standards	2.3 PK.A.2 Analyze, compare, create, and compose shapes.
Objectives	The children will be able to compose a vehicle utilizing pre-cut shapes.
Vocabulary	Square Rectangle Circle
Materials	<ul style="list-style-type: none"> • Construction Paper in various colors • Scissors • Glue Sticks • Markers
Description of the Activity	<p>Motivation: I will take the students to the tables, with the help of my host teacher and ask them to sit. I will have the pre-cut shapes out on the table and ask the students what they see. I will then ask the students what vehicles they can make with the shapes.</p> <p>I do: I will give direction on how to behave during the lesson. I will assist the children in creating their vehicles.</p> <p>We do: We will work together on creating a vehicle with pre-cut shapes.</p> <p>You do: The students will listen to the teacher, answer questions, and create their own vehicle.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	The shapes were pre-cut for the children and set up for them before getting to the tables. The children were directed to make their own train with the shapes provided. I went over all the shapes with them prior to creating the trains. The children needed some redirection with creating their own trains. After the lesson, I placed their trains on the wall outside the classroom with pictures and a saying claiming, "All Aboard the Pre-K Train."

ECED 323: Project and Play
Math – Transportation Patterns

Name: Erinni Binikos
Duration: 5 Minutes

Date: November 15, 2018
Time: _____

Standards	2.2 PK.MP Use mathematical processes when representing relationships.
Objectives	The children will be able to recreate the pattern on the card.
Vocabulary	Pattern AB Pattern AA Pattern
Materials	<ul style="list-style-type: none"> • Paper • Computer • Printer • Paper Clips
Description of the Activity	<p>Motivation: I will take the students to the tables, with the help of my host teacher and ask them to sit. I will ask the student if they know what a pattern is. I will then introduce patterns by having the students line up boy girl, boy, girl. This will give a physical representation of a pattern.</p> <p>I do: I will give direction on how to behave during the lesson. I will introduce what a pattern is and assist the children in creating their own patterns.</p> <p>We do: We will make our own patterns together.</p> <p>You do: The students will listen to the teacher, answer questions, and make patterns.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	I taught this lesson in two small groups while teaching one of my math center activities. I rotated five student at a time. The children were given a pattern card and were asked to recreate the patterns with the shapes placed on the table. The children were able to complete the task.

ECED 323: Project and Play Science – Sink or Float?

Name: Erinni Binikos
Duration: 5-7 Minutes

Date: November 12, 2018
Time: _____

Standards	3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.
Objectives	The children will be able to test transportation objects and predict if they will float or sink.
Vocabulary	Float Sink Prediction
Materials	<ul style="list-style-type: none"> • Bucket • Water • Styrofoam Trays • Various Transportation Objects (cars, trains, boats, and planes)
Description of the Activity	<p>Motivation: I will ask the students to come to the table where there will be a bucket. I will ask the students if they know what it means for an object to float or sink. I will then proceed onto the lesson.</p> <p>I do: I will remind the students how to behave during the lesson. I will remind them to keep the water in the table. I will ask the students questions about sinking or floating.</p> <p>We do: We will work together on what sinks and what floats.</p> <p>You do: The students will explore the objects to see if they float or sink, behave during the lesson, and answering questions.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	I completed the lesson with a small group of students to avoid a mess in the classroom. I took the students into the transitional preschool room and asked them to choose their own transportation object. I then had each student predict and test whether their object would sink or float. The children each predicted their object would sink, but they all stayed afloat. After the children were finished, I allowed them to play with the water for a little bit.

ECED 323: Project and Play
Art – Transportation with Paper Plates

Name: Erinni Binikos
 Duration: 10-15 Minutes

Date: November 16, 2018
 Time: _____

Standards	9.1.V PK.E Use imagination and creativity to express self through visual arts.
Objectives	The children will be able to create a vehicle with the materials.
Vocabulary	Vehicle Creativity Expression
Materials	<ul style="list-style-type: none"> • Paper Plates • Glue Sticks • Scissors • Tissue Paper • Construction Paper • String • Popsicle Sticks
Description of the Activity	<p>Motivation: I will have the materials laid out with three different examples (boat, hot air balloon, and car) I will have one example on each table. I will ask them to sit at a table of the vehicle they want to recreate.</p> <p>I do: I will remind the students to respect the materials during the lesson. I will help them create their transportation art piece, with the help of my host teachers.</p> <p>We do: We will work together on recreating transportation art work.</p> <p>You do: The students will listen to the teacher, create transportation art work, and behave during the lesson.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	The children were each given half a paper plate, two circles out of construction paper, and the table obtained different colors and precut shapes of tissue paper. The children made their own cars with the tissue paper and glue. The children enjoyed creating their project and were excited to show their parents afterwards.

ECED 323: Project and Play
Physical Education – Transportation Yoga

Name: Erinni Binikos
 Duration: 10 Minutes

Date: November 12, 2018
 Time: _____

Standards	9.1.M.PK.A1 Know and use basic elements and principles of music and movement.
Objectives	The children will be able to recreate movements of transportation vehicles.
Vocabulary	Movement Yoga Relax
Materials	<ul style="list-style-type: none"> • Computer • Speakers
Description of the Activity	<p>Motivation: I will take the students to the circle rug and turn on the computer. I will put on music and allow the children to dance to release some energy out.</p> <p>I do: I will remind the students to relax during this lesson and model the motions.</p> <p>We do: We will do the motions together of different transportation vehicles.</p> <p>You do: The students will listen, and follow motions during the lesson.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	I taught this lesson after administering the morning meeting. I would direct and model each yoga pose. The children would copy and would make a noise of each transportation vehicle. The children had a lot of fun with this lesson and it calmed them down a little bit.

ECED 323: Project and Play Technology – Magnet Powered Cars

Name: Erinni Binikos
Duration: 10 Minutes

Date: November 9, 2018
Time: _____

Standards	15.4 PK.B Demonstrate responsible use of technology and equipment.
Objectives	The students will be able to explore with the vehicles through magnets to move them.
Vocabulary	Magnets Motion Power
Materials	<ul style="list-style-type: none"> • Road Map • Car • Magnets • Tape
Description of the Activity	<p>Motivation: I will take the students to the tables and ask them to stand around the materials. I will have them play with magnets. I will then ask them what it means for something to be magnetic.</p> <p>I do: I will demonstrate how to perform the lesson, so the students can explore the car moving with magnets. I will remind the students how to behave during the lesson and to respect the materials.</p> <p>We do: We will work together on moving the cars with the magnets.</p> <p>You do: The students will move the cars utilizing a magnets, respect the materials, and listen to the teacher.</p>
Assessment	Assessment will be done by observation.
Documentation	Documentation will be done by notes and pictures.
Reflections	I prepared this lesson by adding duct tape on the tables to make a road. I called up the students in pairs to move the trains with the magnets. The students had so much fun with this lesson. They made two teams to cheer for who was up during the race. They would move the train with the magnet and run with it. I was happy the lesson allowed the children to move their bodies and had fun with the process.

Approval of the Host Teacher: _____

Date: _____

Summary of 2 weeks Project Plan

Project Title:

Name of the School: Rainbow Trail Child Care Center

University Supervisor: Dr. Begum

Name: Erinni Binikos

Week 1

Day	Description of the Activity
Monday	<ul style="list-style-type: none">• Read Aloud: "I Knew You Could!"• Morning Meeting – Introduce the letter of the week
Tuesday	<ul style="list-style-type: none">• Finger Play: "Go, Go, Go!"
Wednesday	(Jury Duty)
Thursday	<ul style="list-style-type: none">• Word Wall Activity• Math: Collages• Parent Event
Friday	<ul style="list-style-type: none">• Technology: Magnet Cars• Literacy Center Activities: Pre-Writing – tracing transportation lines, matching letters, Phonics activity, Visual of index cards with word wall vocabulary• Math Center: Teddy bear bus

Week 2

Day	Description of the Activity
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Monday	<ul style="list-style-type: none"> • Morning Meeting – Introduce the letter of the week • Physical Education: Transportation Yoga • Literacy Center: Book Reading
Tuesday	<ul style="list-style-type: none"> • Morning Meeting • Math Center: Transportation Pattern Mats, Trace the shape • Science: Sink or Float
Wednesday	<ul style="list-style-type: none"> • Pre-Writing: Painting with Trains • Making card for guest speaker
Thursday	<ul style="list-style-type: none"> • Guest Speaker • Math Center: Big or Small Activity • Math: Patterns Lessons
Friday	<ul style="list-style-type: none"> • Art: Paper Plate Transportation

Evaluating the Project: Learning How to Do It Better

1. Review the project. What have you learned about topic selection? Was this a good topic? Why did it work or not work for children's investigation?

I learned there are many different types of transportation and a ton of activities to administer to the children based on the topic. I thought this was a great topic for the children because they explored it in different ways. Their investigations were present throughout centers, events, and lesson plans.

2. Did children gain the content knowledge and skills that you hoped they would?

I know the children gained the content knowledge and skills I would have hoped they would. When I would go visit the director in the office for materials, she would ask the children what they are learning about and they would answer. At the parent event, the parents complimented my lessons, telling me their children came home telling their parents the activities they did. Knowing the children expressed my lessons to their parents, made me proud of the work I administered in the classroom.

3. What did you learn from your project?

From my two week experience I learned various things about being an educator for early childhood. When administering nine lesson plans, adding materials to centers, and creating events. I always struggled with time management, but after this experience managing my time is a skill I have acquired. I had to prepare all my lessons and centers within a certain duration, which was completed adequately. I learned how to teach in a classroom with other adults. I did my experience at my job where it was challenging for one of my co-teachers to handle me coming into her classroom and teaching her students. However, my lead teacher, Miss Nicole was an amazing guide to the entire process. I had full support from Miss Nicole giving me inspiration to become a great mentor one day when students come to do field work into my classroom. Lastly, I learned how to complete a project approach in the classroom. Before I administered my journal, my host teacher did not present a project approach. The children got excited when I taught and brought in the materials, which was fun to see because I normally do not work with these students. Overall, I enjoyed my experience and gained a lot from it.

4. What would you do differently in the next project?

If I were to redo this project, I would create an actual literacy table, but I just taught my literacy center objects as lessons. I would still teach my center activities, but I would have liked to have a literacy table if I had room for it. Other than this, I am content with my project and the work I did during my two weeks.

5. What suggestions do you have for other teachers working with the same age group or topic?

If I were to advise other teachers when working with the same age group or topic, I would just ensure them to remember how young the children are, but it does not limit them on what they are

able to learn. Of course, all the children are at different learning stages, but are able to learn so much at this age. I was proud of my students for the work and their appropriate behavior presented while I taught.

Final Thought:

Overall, my project was an engaging learning experience for my children. During each lesson, activity, and event, the children were conversing with me and the other teachers. The only moment I struggled with engagement was during my KWL chart. In order to increase conversation next time, I would ask more questions and ask the students about their personal experiences with the transportation vehicles. The children worked independently during the lessons and took pride in their work. The children were able to create their own artwork to show to their parents. The children were able to ask questions during lessons about different aspects of transportation. The children expressed their own creativity during the crafts. Each student was involved during center activities due to rotating the children in groups. The children enjoyed creating and learning about their own projects. They problem solved during the science lesson and technology lesson. The children had to predict if the objects were able to sink or float and then tested their prediction to enhance problem solving skills. The children would connect their knowledge from the word wall to literacy and math lessons to center activities. The children would help their peers out during certain lessons and activities. For example, during the math lesson one of my students would help his peers. The children would show their work to their friends and worked well with each other. They supported each other by helping and cheering each other on during lessons. My case study child obtained lots of strengths which was recognized by the other students when he helped them on certain aspects. The children engaged in certain activities which broadened their knowledge on different skills throughout the two weeks. The project contained literacy, mathematics, science, art, technology, and physical education skills. The children understood the skills are used across different activities and in daily life. The children asked questions when they needed help on certain crafts, but did not ask super complex questions about the content. I have pictures from the lessons, events, and center activities to present their learning. I also have samples of their work which show their learning and their achievement. The documentation shows both individual and group efforts during activities. The children are present during certain activities pointing, when they asked questions. The pictures are taken during the entire activity to show the beginning and the end of the process. The children would reflect on their work samples to describe what they learned in each lesson. The children explained to me what they learned after a lesson was administered. I am very proud of myself for my project and for my students soaking up the content.