EARLY CHILDHOOD EDUCATION LESSON PLANS FOR READING & WRITING CAREER BRIDGE I (For High Intermediate ABE classrooms)

Developed by Stephanie Sommers
A collaborative project between City Colleges of Chicago and Women Employed

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Welcome to the Early Childhood Education Career Bridge I Reading & Writing Lesson Plans! These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges of Chicago at the sixth- to eighth-grade literacy level, while exposing those students to key early childhood education issues that are simultaneously relevant to their lives and the field.

The Early Childhood Education Career Bridge I is designed to assist students in planning their education to prepare them for a career pathway in early childhood education; to introduce them to important concepts in the early childhood education field; and to practice applying those concepts to themselves in a way that will help them be more successful in college. Their final presentation in the course will be a full presentation on what they want to do in the early childhood education field; how they will take advantage of the stackable credentials available at City Colleges of Chicago (CCC); and how they plan to motivate themselves to meet their education, work, and family goals.

This intensive eight-week course will prepare students to:

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

These High Intermediate ABE lesson plans, as well as two higher bridge levels, were created through a collaborative project between City Colleges of Chicago and Women Employed.

Defining Bridge Programs

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

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

These Career Bridge I lesson plans are designed for:

- High Intermediate Adult Basic Education (ABE) students who score at the 6.0 to 8.9 level on the TABE test in reading and math.
- English as a Second Language (ESL) and English Language Acquisition (ELA) students in high intermediate ESL or above who are able to score approximately 6.0 to 8.9 on the TABE. Note that valid TABE pre-tests (and post-tests) for the fiscal year are required in the bridge, even for ESL and ELA students.
- Highly motivated students who are interested in entering or advancing in a career in early childhood education and are able to devote at least 20 hours per week plus homework time for the duration of the program.

Upon enrollment, City Colleges transition specialists or other trained staff members should have already talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include discharging current debt to the college before entering this course. Should any issues arise after classes begin, students should be referred to the transition specialist or a trained staff member who can help address them.

Expectations of Bridge Program Students

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

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

Early Childhood Education Career Bridge Structure – Bridge I, II, and III

This Early Childhood Education Career Bridge I Reading and Writing course is one component of the larger bridge structure which includes contextualized math instruction and incorporates a college credit class at the third level. Here is a representation of the full bridge structure.

<table>
<thead>
<tr>
<th>Early Childhood Education Career Bridge</th>
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<tbody>
<tr>
<td>Bridge I (8 wks.)</td>
</tr>
<tr>
<td>Contextualized Lang Arts - High Adult Intermediate Education 4 credits</td>
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<tr>
<td>Contextualized Math - Intermediate 4 credits</td>
</tr>
<tr>
<td>Computer Skills 2 credits</td>
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</tbody>
</table>
Career Bridge I Program Benefits to Students and to City Colleges of Chicago

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

- Improve their basic reading and writing skills using materials related to the early childhood education industry.
- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing processes to turn rough drafts into improved rewritten drafts. Because these lessons do not call on the instructor to lecture from the front of the class, students may need time to become comfortable with the active learning activities and contextualized nature of these lessons.
- Gain experience in using computers, as a number of classes will take place in a computer lab.
- Explore early childhood education career options and incorporate them into a personalized career plan that outlines achievable goals to further advance their education and career.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.

At the conclusion of this course, students will be prepared to enter the Early Childhood Education Career Bridge II at the Low Adult Secondary Education level (literacy level 9.0 to 10.9). When followed by Early Childhood Education Career Bridge II and Bridge III, students should be able to pass the Reading, Language, and Writing portions of the GED test, which is a prerequisite for financial aid for college level courses. In addition, these courses provide relevant interactions with Social Studies and Science materials that are also required for the GED. When followed by Early Childhood Education Career Bridge II, and in some cases Bridge III, students should also be able to score high enough on the COMPASS (City Colleges of Chicago’s college entrance exam) to enter college-level courses and earn credit towards degrees or certificates.

Additional resources available for bridge program students include:

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

Career Bridge I Correlation with State and National Standards

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

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

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

2 As a state and federally-funded program, CCC’s adult education programs must use the National Reporting System in classifying instructional levels and student performance and in demonstrating student progress.
While specific GED skills are not explicitly incorporated into the Condensed NRS Level 4 Standards, this framework is directly tied to the GED skills. Therefore, what students learn in the Bridge I course lays the foundation that students will need for specific GED learning covered in Bridges II and III.

At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons.

**Principles for Lesson Plans**

The principles that these lessons are based on include:

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

The full eight-week course is organized into four units with one Reading week and one Writing week per unit. This course focuses on the following central activities and writing assignments:

<table>
<thead>
<tr>
<th>READING WEEKS</th>
<th>WRITING WEEKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1 – Early Childhood Education Career Bridge Goals and Skills:</strong></td>
<td><strong>Week 2 – Introduce Yourself to the Early Childhood Education World</strong></td>
</tr>
<tr>
<td>• Establish course goals and an approach to writing.</td>
<td>Write four linked paragraphs:</td>
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<tr>
<td>• Create classroom standards and support strategies.</td>
<td>• Why would you say early childhood education is so important for preschool children?</td>
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<tr>
<td>• Identify skills needed for becoming an early childhood education teacher.</td>
<td>• Describe the most important characteristics and skills that you think an early childhood education teacher needs to have.</td>
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<tr>
<td><strong>Week 3 – CCC Program Pathways in Early Childhood Education:</strong></td>
<td>• What are the characteristics and skills you bring to early childhood education?</td>
</tr>
<tr>
<td>• Identify CCC Career Paths for Early Childhood Education</td>
<td>• Describe a situation that demonstrates your skills with children.</td>
</tr>
<tr>
<td>• Identify early childhood education career path jobs.</td>
<td>• Tell the real reader why early childhood education is a good match for you.</td>
</tr>
<tr>
<td>• Research scholarships and support for early childhood education teachers.</td>
<td><strong>Week 4 – Presenting the Pathway You Want to Pursue</strong></td>
</tr>
<tr>
<td>• Present your chosen early childhood education pathway.</td>
<td>Write four linked paragraphs:</td>
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<tr>
<td><strong>Week 5 – Who Are We When We Talk to Children</strong></td>
<td>• What are the early childhood education pathways at CCC?</td>
</tr>
<tr>
<td>• Define social and emotional development and relate it to the basics of brain function.</td>
<td>• Which early childhood education pathway are you choosing? Why are you making this choice?</td>
</tr>
<tr>
<td>• Understand how three brain systems interact.</td>
<td>• What job are you aiming for and what level of certification or degree does that mean you have to complete? Why are you making this choice?</td>
</tr>
<tr>
<td>• Role-play the three different brain systems.</td>
<td>• How will you balance school, family, and work to meet your college goals? (How can Gateway to Opportunity help?)</td>
</tr>
<tr>
<td>• Use the basics of brain function to create success in college.</td>
<td><strong>Week 6 – Using Brain Science to Get You Through College</strong></td>
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<td>Write five linked paragraphs that answer the following questions:</td>
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<td>• In your own words, summarize the basic three-part brain system that impacts behavior. Tell the real reader that you are going to demonstrate how this three-part system works in you concerning your fears of going to college.</td>
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<td>• How does your brain stem or limbic system react to the pressures involved in going to college?</td>
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<td>• What kinds of encouragement and advice can your prefrontal cortex offer that will make you more likely to be a success in college?</td>
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<tr>
<td></td>
<td>• How will your knowledge of brain science help you be more successful in college?</td>
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<tr>
<td>Week 7 – Developing A Final PowerPoint Presentation:</td>
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<tr>
<td>• Relate Maslow’s Theory to the brain science already studied.</td>
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<tr>
<td>• Present the Final Project requirements.</td>
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<tr>
<td>• Work during class time to complete the Final Project.</td>
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<tr>
<th>Week 8 – Give Your PowerPoint Presentation</th>
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<tbody>
<tr>
<td>Create a PowerPoint that includes slides that answer the following questions:</td>
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<tr>
<td>• What is your presentation about?</td>
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<tr>
<td>• What are you going to do in your presentation?</td>
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<tr>
<td>• Why is early childhood education an important field to go into?</td>
</tr>
<tr>
<td>• What skills and experiences make you a good fit for this field?</td>
</tr>
<tr>
<td>• What are the Career Pathways available at CCC in early childhood education?</td>
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<tr>
<td>• Which pathway have you selected? Why?</td>
</tr>
<tr>
<td>• What have been your attitudes toward school and college in the past?</td>
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<tr>
<td>• How would you summarize the brain science you have learned in this course so far?</td>
</tr>
<tr>
<td>• How could your brain stem or limbic system hold your college career back?</td>
</tr>
<tr>
<td>• How could your prefrontal cortex help you find success?</td>
</tr>
<tr>
<td>• Where would you place your current life situation on Maslow’s Pyramid? What is your plan for moving up the stages on this pyramid?</td>
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<tr>
<td>• What are your strategies for balancing school, family, and work that will result in your being successful in college?</td>
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</tbody>
</table>
Strategies for Structuring the Course

The strategies for structuring these High Intermediate ABE lessons include:

- Each course includes four units, each with a Reading week followed by a Writing week.
- The content covered and the daily journaling assignments during the Reading weeks serve as the pre-writing needed to prepare for the formal writing assignments in the Writing weeks.
- A variety of readings are assigned during each Reading week for students to analyze individually, to compare, and to use to draw information and form conclusions.
- Students create a final written product at the end of each Writing week. In the final weeks of the course, the accumulated writings from the course will help the students create their final presentations.
- Students use the writing workshop pattern of drafting, evaluating, editing, and rewriting for writing assignments. In order for students to become comfortable with writing and this process, work on penmanship, spelling, and grammar should not be part of the initial drafting process.
- Appropriate conventions of Standard English, word usage, vocabulary, and spelling are covered as ongoing homework. Knowledge of the conventions of Standard English can be reviewed in the context of editing exercises.
- Writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research skills are incorporated into the Reading weeks. Therefore, some lessons require access to a technology lab. Icons appear at the beginning of each lesson to identify days that should be taught in the technology lab.
- Activities are designed to ensure that students are learning presentation skills in both the Reading and Writing weeks.
- All GED standards work is covered in the Bridge II and Bridge III courses.

Assumptions about Program Delivery

The lesson plan activity instructions contain full descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher visualize the flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom. To adapt the lesson plans to a useable outline, we suggest that teachers use the following process for preparing for each day:

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

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs of the actual students they have. The following guidelines should help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the Writing weeks.
- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
• Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.

• Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.

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

Those with questions about the design of the bridge program or customization of the lessons should contact Christina Warden, Senior Program Manager, Women Employed at (312) 782-3902 ext. 228, cwarden@womenemployed.org or Lauren Hooberman, Bridge Director, City Colleges of Chicago, at lhooberman@ccc.edu.
CONDENSED READING STANDARDS FOR NRS LEVEL 4

TEXT IDEAS AND DETAILS

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
   
   a. Summarize what has been read.
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   c. Identify the implied main idea and supporting details from an instructional level passage.
   d. Identify cause and effect implied in a paragraph.
   e. Distinguish among fact, opinion, and reasoned judgment in a text.
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

CRAFT AND STRUCTURE

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, while considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.

3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
   
   a. Identify the implied main idea and supporting details from an instructional level passage.
   b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.

5. Determine an author’s point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.
INTEGRATION OF KNOWLEDGE AND IDEAS

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).

7. Integrate information from texts, charts, and graphs/different media or formats to:
   a. Draw a conclusion
   b. Develop a coherent understanding of a topic or issue.
   c. Apply information sources to solve occupational and educational tasks.
   d. Compare and contrast different portrayals of the subject.
   e. Evaluate the advantages and disadvantages of using different mediums.
CONDENSED WRITING STANDARDS FOR NRS LEVEL 4

TYPES AND PURPOSES

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with clear and logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.

6. Write internal and external early childhood education correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.

7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.

8. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
   a. Appropriately link to and cite sources in published written work.
   b. Write and edit paragraph(s) using a word processing program.
   c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.
   d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related and focused questions that allow for multiple avenues of exploration.

10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.
   a. Draw evidence from informational texts to support analysis reflection and research.

RANGE OF WRITING

11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions.
CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of English grammar and usage when writing.

   a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
   b. Use intensive pronouns (e.g., myself, ourselves).
   c. Explain the function of phrases and clauses in general and in specific sentences.
   d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   e. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
   f. Recognize and correct inappropriate shifts in pronoun number and person.
   g. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   h. Recognize variations from Standard English in their own and other’s writing and speaking, and identify and use strategies to improve expression in conventional language.
   i. Form and use verbs in the active and passive voice.
   j. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   k. Recognize and correct inappropriate shifts in verb voice and mood.
   l. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

   a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
   b. Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not, “He wore an old[,] green shirt”).
   c. Use punctuation (comma, ellipsis, dash) to indicate pause or break.
   d. Use an ellipsis to indicate an omission.
   e. Spell correctly.

KNOWLEDGE OF LANGUAGE

3. Use knowledge of language and its conventions when writing.

   a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
   b. Maintain consistency in style and tone.
   c. Vary sentence patterns for meaning, reader/listener interest, and style.
   d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

VOCABULARY USAGE

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.

   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a
word (e.g., audience, auditory, audible).

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Recognize and understand clipped and shortened words (e.g., exam-examination).

5. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4

COMPREHENSION AND COLLABORATION

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   e. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
   f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
   g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

   a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
   b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

4. Demonstrate active listening skills.

   a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

5. Comprehend key elements of oral information for:

   a. Cause and effect.
   b. Compare and contrast.
   c. Conclusions.
   d. Context.
   e. Purpose.
   f. Charts, tables, graphs.
   g. Evaluation/critiques.
   h. Mood.
   i. Persuasive text.
   j. Sequence.
   k. Summaries.
   l. Technical subject matter.
6. Identify and evaluate oral information for:
   
   a. Accuracy.
   b. Adequacy/sufficiency.
   c. Appropriateness/clarity.
   d. Identify and evaluate oral information for conclusions/solutions.
   e. Fact/opinion.
   f. Assumptions.
   g. Propaganda.
   h. Relevancy.
   i. Validity.
   j. Relationship of ideas.

7. Predict potential outcomes and/or solutions based on oral information regarding trends.

**PRESENTATION OF KNOWLEDGE AND IDEAS**

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.

9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.

11. Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
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<tr>
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<td>• Introduce the course's approach to writing.</td>
<td>READING</td>
<td>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</td>
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<td>a. Summarize what has been read.</td>
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<td>b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
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<td>c. Identify the implied main idea and supporting details from an instructional level passage.</td>
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<td>d. Identify cause and effect implied in a paragraph.</td>
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<td>e. Distinguish among fact, opinion, and reasoned judgment in a text.</td>
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<td>f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.</td>
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<td>g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).</td>
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2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.

5. Determine an author’s point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

- **Reading homework.**

**READING**

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
   a. Summarize what has been read.
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   c. Identify the implied main idea and supporting details from an instructional level passage.
   d. Identify cause and effect implied in a paragraph.

- **Writing homework.**

**WRITING**

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
THEME: Early Childhood Education Career Bridge I Goals and Skills - Reading Week

OBJECTIVES

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

MATERIALS

For Activity #2:
- Handout (attached): Make one copy for each student.
  Early Childhood Education Career Bridge I Reading and Writing: Goals and Course Features

For Activity #3:
- Handout (attached): Make one copy for each student.
  “I Believe” Statements About Writing
- Handout (attached): Make one copy for each student.
  Teaching Writing to Adult Education Students

For Homework:
- Handout (attached): Make one copy for each student.
  The Health Benefits of Journaling
- Handout (attached): Make one copy for each student.
  10 Habits of Highly Effective Students

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

- Welcome students to the Early Childhood Education Career Bridge (ECE) I Reading and Writing course and tell them the course will be focused on matching their skills to the early childhood education field, exploring career paths in early childhood education that begin at City Colleges of Chicago, and understanding the brain science that can help them communicate with children better as well as help to keep them motivated throughout their college career. The course will require lots and lots of reading and writing, three formal papers—each of which they have the opportunity to rewrite before they are graded—and a final presentation that will lay out what they want to do in college in early childhood education and what they will do to be successful.
- Introduce yourself and explain how and why you are a strong and supportive teacher.
- Write the following questions on the board:
  o Why are you interested in early childhood education?
  o What about you makes you a good match for the early childhood education field?
  o What would you like to get out of this course? List out your personal, academic, and career goals.
- Set up the board to record student goals in three categories: personal, academic, and career.
- Put students into pairs to answer the questions on the board.
• Partners should take turns:
  o Using the questions to interview each other.
  o Asking additional questions to better understand the details.
  o Preparing to introduce their partner to the class.
• Ask students to introduce their partner by answering the three questions on the board. Write students’ goals in the appropriate categories. Make checks next to those goals that are stated multiple times—one check for each student that has that goal.
• After each person has been introduced, ask students if they have thought of other goals they would like to add to the lists. Add these to the appropriate goal categories on the board.
• Ask the class if there are any general statements they can make about the goals of the students in this class.

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

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

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

Part A: “I Believe” Statements

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

- After the exercise, ask:
  o Does this class tend to favor any particular group of statements?
  o What are the important differences in opinion in this class?
  o What are some similarities?

**Part B: Reading on Writing**

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

**WRITE:** Tell students they are going to set standards for the course during the next class and the insights they bring to the class based on their journal writing homework will be very useful. Have students write in their journals their answers to the following questions:
- What are the ways they have struggled with success in the classroom before?
- What could the teacher, school, and class have done differently to help them with these struggles?

**READ:** Have students read *The Health Benefits of Journaling* (attached). After reading, they should:
- Check off those health benefits they believe to be true.
- Be prepared to explain why.

**READ:** Have students read *10 Habits of High Effective Students* (attached). After reading, they should:
- Put a “1” next to those habits they are great at.
- Put a “2” next to those habits that are coming along.
- Put a “3” next to those habits that they know they need to work on.
Bridge I Reading and Writing Course Goals

Academic:
- Develop strong reading and writing skills appropriate for the GED and meeting state Illinois standards.
- Improve test scores in reading on both the Tests of Adult Basic Education (TABE) and, for those going on to college, the COMPASS (City College's college placement test).
- Learn to use the Internet as a research tool.
- Prepare for additional Bridge courses needed to be fully prepared for the GED, the COMPASS test at the college level, and to enter training programs in the Early Childhood Education Career Bridge Program that lead to good paying jobs.

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

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

All brilliant ideas, insights, questions, and new answers welcome!
“I BELIEVE” STATEMENTS ABOUT WRITING

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

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

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

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

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

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

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

It is false to think that error-free texts are the goal of writing and that such texts can be produced the first time anyone writes.
The bottom-up teaching approach to writing (teaching lists of grammar rules) has created many fearful writers. They are very conscious of the importance of correctness, so worried about it, in fact, that on average, by the time they’ve written three words of a sentence, they’re sure an error must lurk there somewhere. This editing/correctness anxiety is entirely counter-productive.

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

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

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

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

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

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

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

a. **Clarify your thoughts and feelings.** Do you ever seem all jumbled up inside, unsure of what you want or feel? Taking a few minutes to jot down your thoughts and emotions (no editing!) will quickly get you in touch with your internal world.

b. **Know yourself better.** By writing routinely you will get to know what makes you feel happy and confident. You will also become clear about situations and people who are toxic for you — important information for your emotional well-being.

c. **Reduce stress.** Writing about anger, sadness and other painful emotions helps to release the intensity of these feelings. By doing so you will feel calmer and better able to stay in the present.
d. **Solve problems more effectively.** Typically we problem solve from a left-brained, analytical perspective. But sometimes the answer can only be found by engaging right-brained creativity and intuition. Writing unlocks these other capabilities, and affords the opportunity for unexpected solutions to seemingly unsolvable problems.

e. **Resolve disagreements with others.** Writing about misunderstandings rather than stewing over them will help you to understand another’s point of view. And you just may come up with a sensible resolution to the conflict.

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

**How To Begin**

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

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

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

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

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

Education Corner Study Skills:

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

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

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

4. Each study time should have a specific goal. Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal.
(i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

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

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

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

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

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

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

We're confident that if you'll develop the habits outlined above that you'll see a major improvement in your academic success.
# Early Childhood Education Career Bridge I Reading & Writing Lesson Plans

## ABE Standards Covered For

**Week 1, Lesson 2**

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<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
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| • Identify the benefits of journaling and discuss their first experience for this class. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
   a. Summarize what has been read.  
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
   c. Identify the implied main idea and supporting details from an instructional level passage.  
   d. Identify cause and effect implied in a paragraph.  
   e. Distinguish among fact, opinion, and reasoned judgment in a text.  
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). |
| • Determine what is needed for success in this class.  
• Select fellow-student support strategies. | SPEAKING AND LISTENING | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly.  
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
   d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
|                  |         | a. Summarize what has been read.  
|                  |         | b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
|                  |         | c. Identify the implied main idea and supporting details from an instructional level passage.  
|                  |         | d. Identify cause and effect implied in a paragraph.  
| Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
THEME: Early Childhood Education Bridge I Goals and Skills - Reading Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached to Week 1, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  The Health Benefits of Journaling

For Activity #2:
- Handout (attached to Week 1, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  10 Habits of Highly Effective Students
- Handout (attached): Make one copy for each student.
  Self-Assessment for Early Childhood Education Career Bridge I

For Homework:
- Handout (attached): Make one copy for each student.
  12 Characteristics of Effective Early Childhood Teachers

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

- Make sure you check students’ journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Tell students that you are going to check in each day to make sure that they are journaling. Again, students should see journaling as a good opportunity to write freely and, then, to use the ideas they write about as part of their formal writing projects.
- Tell students to get out their homework article about the benefits of journaling.
- Ask:
  - What was your experience journaling for this class?
  - Did the writing come to you easily?
  - What made the experience easy?
  - What made it difficult?
  - Did anyone come up with good ideas/insights they hadn’t thought of before?
- Ask:
  - What does the article say about the benefits of journaling? Put student answers on the board.
  - Which of the findings do you believe to be true? Why?
What do these findings have to do with brain science?
What do we know about the left and right sides of the brain?
  ▪ What do these different parts of the brain do?
  ▪ What do the two parts of the brain have to do with writing?
Who is the audience for journaling?
How does having yourself as your audience make a difference?
  ▪ How is it different than having another person as a reader?
How does journaling relate to the “fluency, clarity, correctness” ideas in the article we read in class yesterday about writing?
How can journaling make you a better writer?

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

Tell students that for the rest of this class they are going to think about what is necessary to be successful in this course and how students can support each other. The approach will be that the class needs to come up with its own rules about how the class should be run because the course is really theirs.

Ask: What do you think are the things that you need to do to be successful in this or any class? Write student ideas on the board.

Next, create four columns on the board using the following headings: Punctuality, Attendance, Homework Completion, and Teamwork.

Explain that these are the four elements that have been chosen as important for success in any class and ask: How do these four success measures compare with the students’ listing on the board?

Ask:
  o What does each of these words mean? Write their definitions on the board.
  o Which one of these is the easiest for you to be successful at? Go round robin to get each student’s answer.
  o Which one is the most difficult? Go round robin again.

Tell students get out their article: 10 Habits of Highly Effective Students. Ask:
  o Which of these habits were the easiest for you?
  o Which were the most difficult? Why?

Tell students to write down at least three strategies from on the board or in the 10 Habits article they want to improve during this class.

Go round robin to have students state the three or more areas they want to improve during this course.

Put students into pairs and assign each pair one of the key success indicators (Punctuality, Attendance, Homework Completion, and Teamwork).

Have pairs talk through a standard that they want to present to the class. They should do this by answering the following questions that you have written on the board:
  o How would you describe when a student is doing well in this area?
  o Exactly when do you know that a student is having a problem in this area?
    ▪ How many times is it permissible to be late or absent? What about the number of homework assignments missed? Make these answers numbers where possible.
    ▪ For teamwork, what defines good teamwork?
  o What rule(s) concerning this indicator would you recommend to this class?

Go from pair to pair to have students present their proposals. Take notes on their proposals on the board.

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

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

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

**HOMEWORK**

**WRITE:** Have students write in their journals and answer the following questions:
- What about you would make you good with children in a preschool setting?
- How have you helped children learn and become more confident in the past?

**READ:** Have students read the 12 Characteristics of Effective Early Childhood Teachers (attached). Then, have students:
- Underline those characteristics and descriptions that describe them.
- Circle words that they don’t know.
- Bring the annotated article for next class.
# SELF-ASSESSMENT FOR EARLY CHILDHOOD EDUCATION BRIDGE I

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## GOAL ASSESSMENT

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

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12 Characteristics of Effective Early Childhood Teachers

Adapted from: https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf

What draws teachers to the field of early childhood education?

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

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

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

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

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

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

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

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

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

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

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

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

4. **Pragmatism.** Pragmatism is the flip side of perseverance and willingness to take risks. Pragmatists are willing to compromise. They know which battles are winnable and when to apply their resources in support of children. The important point, respondents felt, is that...
effective teachers understand that by temporarily settling for small wins, they are still making progress toward their goals.

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

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

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

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

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

9. Authenticity. This is another frequently cited characteristic of effective teaching. Some respondents referred to this attribute as “self-awareness.” Being authentic means knowing who you are and what you stand for. It is what gives you integrity and conviction. Young
children are shrewd judges of character; they know whether a teacher is authentic, and they respond accordingly.

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

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

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

**ABE Standards Covered For**

**Week 1, Lesson 3**

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<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
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<tbody>
<tr>
<td>• Select early childhood education teacher characteristics that describe you.</td>
<td><strong>READING</strong></td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.</td>
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<td></td>
<td><strong>LANGUAGE, VOCABULARY &amp; USAGE</strong></td>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level-appropriate reading content, choosing flexibly from a range of strategies.</td>
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<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<td>b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
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<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
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<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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<td>e. Recognize and understand clipped and shortened words (e.g., exam-examination).</td>
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<td>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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<td>• Watch videos, take notes, and list skills needed to be an early childhood education teacher.</td>
<td><strong>READING</strong></td>
<td>7. Integrate information from texts, charts, and graphs/different media or formats to:</td>
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<td>a. Draw a conclusion</td>
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<td>b. Develop a coherent understanding of a topic or issue.</td>
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<td>c. Apply information sources to solve occupational and educational tasks.</td>
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<td>d. Compare and contrast different portrayals of the subject.</td>
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<tr>
<td>• Writing homework.</td>
<td><strong>WRITING</strong></td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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| Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
   a. Summarize what has been read.  
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
   c. Identify the implied main idea and supporting details from an instructional level passage.  
   d. Identify cause and effect implied in a paragraph.  
   e. Distinguish among fact, opinion, and reasoned judgment in a text.  
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). |
THEME: Early Childhood Education Bridge I Goals and Skills – Reading Week

Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

For Activity #1:
- Classroom Resource: Two dictionaries.
- Handout (attached to Week 1, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  12 Characteristics of Effective Early Childhood Teachers

For Activity #2:
- Handout (attached): Make one copy for each student.
  Skills Identification
- Video: A Day in the Life of the Creative Curriculum Preschool Classroom
  https://www.youtube.com/watch?v=VYnbdfDQoMU (running time: 13:57)
- Video: What does “High Quality” Preschool Look Like?
  https://www.youtube.com/watch?v=wbWRVe1XE (running time: 5:42)

For Homework:
- Handout (attached): Make one copy for each student.
  Why is Early Childhood Education Important?
  http://www.earlychildhoodnyc.org/resources/aboutECE_whyImportant.cfm
- Handout (attached): Make one copy for each student.
  Why Early Childhood Education Matters
  http://magazine.good.is/articles/why-early-childhood-education-matters

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

Journal Check-In - 5 minutes

- Make sure you check students’ journals. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  o What was your experience journaling for this class?
  o Did the writing come to you easily?
  o What made the experience easy?
  o What made it difficult?
  o Did anyone come up with good or new ideas they hadn’t thought of before?
Vocabulary Check-In - 10 minutes

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

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

Characteristics that Describe You - 25 minutes

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

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

- Tell students they are going to look at the difference between characteristics and skills and then watch some videos of early childhood teachers working to see if they can describe the skills needed for the job.
- Write the following on the board:
What is a characteristic?
What is a skill?
Give examples of five skills that you are particularly good at.

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

**HOMEWORK**

**READ:** Have students read *Why is Early Childhood Education Important?* (attached). After reading the article, students should:
- Underline the reasons early childhood education is important.
- Circle words that they don’t know.
- Write 10 questions to quiz fellow students on the facts in the article. Make sure they know the answers to their own questions.

**READ:** Have students read *Why Early Childhood Education Matters* (attached). After reading the article, students should:
- Underline the reasons early childhood education is important.
- Circle words that they don’t know.
- Write 10 questions to quiz fellow students on the facts in the article. Make sure they know the answers to your questions.

**WRITE:** Have students write in their journals and answer the following questions:
- Why do you think early childhood education is so important?
- How can high-quality preschool influence the life of a child?
- Do you have any experiences that show that early childhood education has a strong positive impact?

**TEACHER PREPARATION:** Create six index cards with the following words:
- A Newspaper Editor
- Best Friend
- Fellow Student
- The Teacher
- GED Test Reader
- A Family Member
Skills Identification

Communication Skills

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

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

Technical Skills
___ making, fixing, and repairing things
___ operating machinery
___ installing things
___ building things
___ gardening, landscaping, and farming

Business Skills
___ operating a computer
___ using a business telephone
___ filing, sorting, and classifying information
___ balancing checkbooks
___ working with budgets
___ setting up and closing out a cash register
Management and Self-Management Skills

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

Creative/Artistic

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

People Skills

___ caring for children responsibly
___ caring for the sick and elderly
___ showing warmth and caring
___ calming people down
___ helping people complete a task
___ teaching someone how to do something
___ knowing how to get along with different people/personalities
___ leading groups or activities
Why is Early Childhood Education Important?

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

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

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

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

Long-term positive results and cost savings of Early Childhood Education:
- Increases lifelong earning potential
- Achieves better academic outcomes
- Lowers rates of teen pregnancy and incarceration
- Improves recruitment and retention of parents who work

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

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

The study found that those who went to preschool:
- Had higher earnings
- Were more likely to hold a job
- Committed fewer crimes
- Were more likely to have graduated from high school than those who did not have preschool
Why Early Childhood Education Matters

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

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

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

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

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

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

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

There is no proven strategy to close the achievement gap during the K-12 school years. But high-quality early childhood education programs prevent the achievement gap from forming. Decades of research on programs such as the High/Scope Perry Preschool and Chicago Parent-Child Centers show that high-quality early childhood programs for vulnerable children increase childhood literacy and high school graduation rates, not to
mention reducing crime and teenage pregnancy. Disadvantaged children who don’t participate in high-quality early education programs are 50 percent more likely to be placed in special education and 25 percent more likely to drop out of school. They are 60 percent more likely to never attend college, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.

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

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

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

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

Diana Mendley Rauner is executive director of the Ounce of Prevention Fund, which works to ensure that all American children have quality early childhood experiences during the first five years of life.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
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<tr>
<td>• Gather facts from the homework articles and take notes on new facts.</td>
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<td>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</td>
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<td>• Identify the most comfortable audience to write to.</td>
<td>SPEAKING AND LISTENING</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly.</td>
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<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
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<td>d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
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<td>e. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
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<td>f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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<td>g. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
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• Conduct a Writing Conversation on writing assignment questions.
• Writing homework.

WRITING

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.

   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
THEME: Early Childhood Education Bridge I Goals and Skills - Reading Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached to Week 1, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Why is Early Childhood Education Important? [Link]
- Handout (attached to Week 1, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Why Early Childhood Education Matters [Link]
- Online Resource: PowerPoint presentation Child Care in America [Link]

For Activity #2:
- Handout (attached): Make one copy for each student. The Writer/Audience Situation
- Classroom Resource: Six index cards each with one of the following written on them:
  - A Newspaper Editor.
  - Best Friend.
  - Fellow Student.
  - The Teacher.
  - GED Test Reader.
  - A Family Member.

For Activity #3:
- Handout (attached): Make one copy for each student. Sample pages from The Bad Speller

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

Journal Check-in - 5 minutes

- Check students’ journal writing and ask:
  - Did the writing come to you easily?
  - What made the experience easy?
  - What made it difficult? What can you try for next time?
  - Did anyone come up with good or new ideas they hadn’t thought of before?
Vocabulary Check-in - 10 minutes

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

Why Early Childhood Education Matters - 25 minutes

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

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

- Tell students they will now prepare to do some writing by trying to figure what kind of audience they would be the most comfortable writing to.
- Pass out The Writer/Audience Situation.
- Ask:
  - What is going on in this silly picture?
  - What is the writer trying to do? (Answer: To communicate something of interest to an audience.)
  - What is the audience trying to do? (Answer: Understand what the writer is saying.)
  - What kinds of writing situations make the writer happy and comfortable?
What kinds of reading situations make the reader happy and comfortable?

- Emphasize that the audience wants to read something that is easy to understand and interesting!
- Emphasize that a student’s unique voice is going to be far more interesting than trying to do what everyone else is doing.

- Put students in pairs and have them pick one of the prepared index cards from your “deck.”
- Go round robin and have each pair read aloud their cards and write them on the board.
- Write the following on the board:
  - Describe the audience in detail.
  - Describe how writing to this audience would affect your writing.
    - Would this audience be easy or hard to write to?
    - Why or why not?
- Have each pair come up with at least two reasons for their answers and make sure that each partner has at least one reason to report back to the class.
- After each presentation, ask:
  - Is this an audience that would be easy or hard to write to?
  - Note whether presenters say “easy” or “hard” next to the name of the audience type.
- Tell students that it is very important that they work on their fluency when they write the first draft of their first assignment. They should try to explain what they are trying to say to someone they like and trust and someone who will respect their opinions. This person will not be hung up on grammar and spelling issues so they can focus on what they are trying to say. They will worry about grammar and spelling issues after they have gotten their ideas out on paper.

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

- Tell students that they are now going to play the roles of writer and audience for each other in order to get a head start on their first writing assignment. The writer is to be someone who wants to communicate their ideas to their audience, and the audience is trying to understand as best he/she can. The audience will ask questions when he/she wants to understand the writer better or when he/she wants to hear know more about the points the writer is making.
- Tell students that the rules of the game are that audiences are not to fuss about grammar and spelling if they can read and understand what the student is saying.
- Project some Bad Speller examples. For each:
  - Ask a student to read what is on the page.
  - Ask: Do you understand what the writer is trying to say? Then it’s OK! If you don’t understand, ask the writer to help you out.
- Write the following questions on the board:
  - Why would you say early childhood education is so important for preschool children?
  - Describe the most important characteristics and skills that you think an early childhood education teacher needs to have?
  - What are the characteristics and skills you bring to early childhood education?
  - Describe a situation that demonstrates your skills with children.
  - Tell the real reader why early childhood education is a good match for you.
- Tell students they are to do a Writing Conversation. If they are good audiences, and students feel comfortable writing to them, the Writing Conversation will help students produce a rough draft for their writing assignment due next week. This writing will help them with their essay over the weekend.
- Put students into pairs and tell them to:
  - Turn to a blank sheet of paper in their notebooks.
  - Copy the first question into their notebooks and then answer it so their friendly audience can clearly understand what they are trying to say. They should:
▪ Not worry about grammar or punctuation but simply focus on explaining their answers to someone who wants to know.
▪ Listen to the voice in their head that wants to do the explaining and write down what that voice says.
  o When they are finished, they should give their notebooks to their audience to read (partners are swapping notebooks to read what the writer has written, in other words). The audience should:
    ▪ First, think of questions they have for the writer. Is what the writer wrote clear enough? Are they interested in what the writer is saying and want to hear more?
      o If you are interested in hearing more, write your own follow-up question for the writer.
      o If you are not interested in hearing more, copy the next question on the board and give it back to the writer to answer.
• When students have written answers to all the questions on the board, ask:
  o Did your audiences make you feel happy and comfortable?
  o Did your audiences ask you questions that helped your writing become clearer and more interesting? Give some examples.
  o Is this a useful technique to get your ideas out on paper? Does having a real audience right there help you explain yourself better? Why or why not?

Assign the Homework - 10 minutes

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

HOMEWORK

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

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

Students are to bring in easy-to-read copies they have handwritten, or, even better, copies they have printed out from a computer.
The Writer/Audience Situation
GRATE SIGHS
TWO SEA A FLOUR OV SUTCH
MICH', O MICH', IZ SHE SERPRYZD
WHERE HE IZ.
DUNKEE, BURT HIJ FRENZ KAN SMELL
DAWG THINE FEW MASCARAD AZ A
THEE KNOT FITING
LOOKREW KATSH FISH. FOUR SUM REZIN
TH' LINE HAZ LET O'FUT HIZ FISHING
### OBJECTIVES

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

### STANDARD CATEGORY

**READING**

- Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
  - Identify the implied main idea and supporting details from an instructional level passage.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.

**LANGUAGE, VOCABULARY & USAGE**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Various depending on the grammar exercise(s) chosen for the lesson.
- Demonstrate command of the conventions of standard English capitalization and punctuation when writing.
  - Various depending on the grammar exercise(s) chosen for the lesson.
THEME: Introduce Yourself to the Early Childhood Education World – Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached): Make one copy for each student.
  Preparing for the university entrance exam

For Activity #2:
- Student Work: Students should bring hard copies of their homework assignments.
- Handout (attached): Make two copies for each student.
  Audience Comment Page

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

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

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on giving them good ideas for improving their essays. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their essays for a final draft they will hand in next week.
- Ask:
  - How did your essay writing go?
  - What went well? What was difficult?
  - How did you overcome your difficulties?
  - Who found new ideas through the process of writing? What were they?
- Write the following questions on the board:
  - What would make a reader interested in reading your essay?
  - What does a reader need at the beginning of the essay to get involved in reading?
  - Why does an audience need your ideas to be in different paragraphs? How do paragraphs help the audience follow what you are trying to say?
  - What is a reader going to get out of reading your essay? How can the final paragraph make sure the audience can take something valuable away from your piece of writing?
• Ask the class each of the questions and take notes on their answers on the board.
• Pass out the sample essay, *Preparing for the university entrance exam*. Tell students they are to read this essay and answer the questions on the board about the essay.
• Once students have read the essay, ask students to get into pairs to answer the questions. They should be able to both answer the question and give examples from the text that shows exactly what they mean.
• Come back together as a class and ask each question. Have each pair answer that question and give examples from the essay that shows what they mean.
• When the questions have been answered, ask:
  o Are there any criteria for a good essay that you want to add to the listing on the board?
  o Add their suggestions.

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

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

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

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

**HOMEWORK**

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

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

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

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

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

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

The third step is studying for both OSS and school. In OSS there aren’t any questions from the second and the last year of high school. But you shouldn’t give up studying for school lessons because your high school grade in Turkey also has a big effect on your OSS scores. You
shouldn’t give up studying for school completely. Just listen to your teachers carefully. They will be giving you the clues for the exams. Also I can add, “studying at home” stage to the studying step. You continue to study at home. These days are very important because you have more time to study and the exam day is coming. So you should always study according to your program.

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

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

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

WRITER______________________________________  READER______________________________________

1. What is working for you as the audience for this piece of writing?

2. As the audience, what do you need clarified or want to hear more about to make you more interested what the writer has to say?

3. Do you have any questions for the writer?
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
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<tbody>
<tr>
<td>• Learn a critical grammar lesson chosen by the teacher.</td>
<td>LANGUAGE, VOCABULARY &amp; USAGE 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td></td>
<td>• Various depending on the grammar exercise(s) chosen for the lesson.</td>
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<td>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</td>
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<td></td>
<td>• Various depending on the grammar exercise(s) chosen for the lesson.</td>
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<tr>
<td>• Edit student writing.</td>
<td>WRITING</td>
<td>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</td>
</tr>
<tr>
<td>• Grammar homework.</td>
<td>LANGUAGE, VOCABULARY &amp; USAGE 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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THEME: Introduce Yourself to the Early Childhood Education World – Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource (attached): Make one copy for the teacher.
  Activities for Teaching Writing Skills

For Activity #2 & 3:
- Handout: Make one copy of each paragraph for each student.
  Two student paragraphs typed up with all the grammatical and spelling mistakes intact

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
- Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
- Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
- Go around to all the teams and have a different student come to the board and repeat the process.
- Keep team scores on the board until all the issues in the paragraph have been corrected.
ACTIVITY #3: Editing Game #2 - 40 minutes

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

HOMEWORK

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

TEACHER REMINDER: Be prepared to hand back the full packets of the students’ essays, the student Audience Comment Pages, and your Audience Comment Page from Week 1, Lesson 4.
ACTIVITIES FOR TEACHING WRITING SKILLS

Adapted From The Intensive GED Curriculum
Written by Stephanie Sommers
Published by Women Employed

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

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

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

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

Competencies

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

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

**Materials.** Find or create:
- A list of increasingly complex sentences with multiple nouns, verbs, and adjectives.
- Two short readings.

**Activity Description.**

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

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

**Activity Description.**

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

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

**Materials.** Find or create:

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

**Activity Description.**

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

4. Follow the six comma rules.

• Explain that commas separate phrases that add information from the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
• Write “she fell asleep” on the board.
• Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one.
• Put another simple sentence on the board.
• Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one.
• Repeat this procedure and have students put phrases that add information in the middle of the sentence; show where the comma goes for each one.
• Put a different sentence on the board; put students into pairs.
• Have pairs write phrases that could add information in the front, middle, or end of the sentence.
• Have a representative from each group come to the board and add a phrase; give a point to each group that punctuates the sentence correctly with a new phrase.
• Continue until it is clear that all students understand how to use commas in this context.
• Introduce the first 3 comma rules:
  1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
  2. Commas go around a prepositional or verb phrase that is in the middle of sentence.
  3. Commas go before a prepositional phrase that is at the end of a sentence.

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

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

Activity Description.

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

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

Materials. Find or create:

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

Activity Description.

• Pass out the list of sentences; punctuate one as a class to model the exercise.
• For each student, ask:
  o What part of the sentence is added?
  o Where do the commas go?
• Divide students into two teams.
• Have one student from the first team come up and write a sentence on the board.
• Have a student from the second team add a prepositional phrase in the middle of the sentence.
• Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.
• Review what is on the board and ask students for corrections; note any additional corrections.
• Repeat these procedures for **Comma Rule #3**: **Commas go before a prepositional phrase that is at the end of a sentence.**

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

**Materials.** Find or create:

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

**Activity Description.**

- Present Comma Rule #4:
  - Lists must be of like objects or actions.
  - The last item in a list has the word “and” or “or” before it.
  - Example: She liked apples, bananas, and cherries.
- Ask students to make a clicking noise with their tongues.
- Ask students to make “ppppputttt” sound with their lips.
- Explain that the clicking noise is a comma and a “ppppputttt” sound is a period.
- Deal out one index cards to each student that will elicit a list as an answer.
- Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.

- Pass out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- For each question, ask:
  - How many items are in the list?
  - Do you need to use a comma?
  - Read me the sentence with the correct punctuation.
- Inform students that Oxford commas won’t appear in some of the sources they read (newspaper articles), but the students should still use them.
Comma Rule #5. Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” and “so” when combining two full sentences into a single compound sentence.

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

Activity Description.

- Present Comma Rule #5.
- Pass out the list of sentences; have students put checks by the pairs of sentences and Xs by the fragment and sentence pairs.
- Identify these differences as a class.
- Have students find a partner and pass out the blank index cards; assign sets of paired sentences; have the partners write each individual sentence on a separate card.
- Write the linking words on separate cards as well.
- Take all the sentences, mix them up, and lay them face-up on the table; lay out the linking words at the top.
- Put students on two teams.
- Ask first one student from one team then another student from another team to combine two sentences and a linking word into a single sentence; have blank cards available if students want to write their own sentences to link up with the prewritten ones.
- Ask each student:
  - Where does the comma go?
  - Why?
- Ask the class:
  - Is that correct?
- Give one point to the team for each correct answer.
Comma Rule #6 and Semicolon Rule #1. Place a semicolon before and a comma after the following words when used to connect two sentences: “moreover”, “furthermore”, “in addition”, “however”, “nevertheless”, “therefore”, “consequently”, “otherwise”, “for instance”, “for example”, and “then”.

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

Activity Description.

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


Activity Description.

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

Activity Description.

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

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

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

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

Activity Description.

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

**Materials.** Find or create:
- A list of sentences in the passive voice.
- A hat and scissors.
- A paragraph with a variety of voice problems.

**Activity Description.**

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

- Pass out the paragraph.
- Have students underline and correct words in the wrong voice.
- Put students in pairs to check each other’s answers.
- Go over the answers as a class.
8. Use possessive nouns and pronouns correctly.

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

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

9. Improve spelling.

**Materials.** Find or create:
- A list of spelling words on p. 285-289 in Contemporary’s Test 1.
- Blank index cards.

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

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

Activity Description.

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

Source: Adapted from The Intensive GED Curriculum, 2002 written by Stephanie Sommers for Women Employed.
<table>
<thead>
<tr>
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<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
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<tbody>
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<td>LANGUAGE, VOCABULARY &amp; USAGE</td>
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</tr>
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<td>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</td>
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<tr>
<td>• Create a rewriting plan.</td>
<td>WRITING</td>
<td>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</td>
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<tr>
<td>• Write with a Partner Audience.</td>
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<td></td>
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<tr>
<td>• Grammar homework.</td>
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THEME: Introduce Yourself to the Early Childhood Education World - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
• Teacher Resource (attached to Week 2, Lesson 2): Make one copy of an activity for the teacher.
  Activities for Teaching Writing Skills
  Note: Teachers may choose to use a different grammar text.

For Activity #2:
• Student Work: Hand back student essays from Week 1, Lesson 4 with Audience Comment Pages from teacher and two students.

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

ACTIVITY #2: Create a Rewriting Plan - 40 minutes

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

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

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

Tell students to get out their notebooks and prepare to do another Writing Conversation.

Write the following questions on the board:

- What is your plan to improve the opening of your essay? How can you get your reader’s attention?
- What is your plan to improve other portions of your essay?
- What is your plan to improve the grammar and spelling in your essay?

Put students into pairs.

Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner.

The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:

- Penmanship.
- Spelling.
- Grammar.

Have students repeat this process until all three questions on the board have been answered.

HOMEWORK

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

COMPLETE: Choose and assign grammar homework that will address the class’s significant grammar issues.
**OBJECTIVES | STANDARD CATEGORY | STANDARD**

- Learn to describe the writing process.  
  **WRITING**  
  5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.

- Begin the rewriting process on the computer.  
  **WRITING**  
  2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.  
  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.  
  e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

-  
  **LANGUAGE, VOCABULARY & USAGE**  
  3. Use knowledge of language and its conventions when writing.  
  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).  
  b. Maintain consistency in style and tone.  
  c. Vary sentence patterns for meaning, reader/listener interest, and style.  
  d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
   a. Summarize what has been read.
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   c. Identify the implied main idea and supporting details from an instructional level passage.
   d. Identify cause and effect implied in a paragraph.
   e. Distinguish among fact, opinion, and reasoned judgment in a text.
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
THEME: Introduce Yourself to the Early Childhood Education World - Writing Week

Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

For Activity #2:
- Student Work: Students should bring hard copies of their homework writing assignments.

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

ACTIVITY #1: Describe the Writing Process - 40 minutes

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

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

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

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

WRITE: Have students write in their journals and answer the following questions:
• Do you see yourself becoming a college student soon?
• What part of that possibility excites you?
• What part makes you feel anxious? Why?
How to Become a Preschool Teacher

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

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

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

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

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

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

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

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

**Career Opportunities in Preschool Teaching**

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

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

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

**Average Daily Life of a Preschool Teacher**

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

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

A preschool teacher’s day is planned to meet these goals. Although days vary from program to program, most follow a basic pattern. Teachers arrive early to prepare their classroom for the day. Children arrive at a set time and the teacher greets them and has an activity to entertain them while the rest of the students trickle in. When the whole class has arrived,
the teacher has circle time. Most preschool circle times have songs, a review of the calendar and weather, and brief teaching about letters, numbers, and other concepts. Children who have birthdays or other special events are recognized before circle time is over.

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

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

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

**Career Paths in Preschool Teaching**

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

**ABE Standards Covered For**

**Week 3, Lesson 1**

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<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
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</table>
| ● Review homework article. | SPEAKING AND LISTENING | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly.  
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
  d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  
  e. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  
  f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  
  g. Acknowledge new information expressed by others and, when warranted, modify their own views. | |
| ● Introduce Early Childhood Education Career Pathways. | | |
| ● Evaluate the two Early Childhood Education Career Pathways and make your choice. | READING | 7. Integrate information from texts, charts, and graphs/different media or formats to:  
  a. Draw a conclusion  
  b. Develop a coherent understanding of a topic or issue.  
  c. Apply information sources to solve occupational and educational tasks.  
  d. Compare and contrast different portrayals of the subject. | |
| ● Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
  a. Summarize what has been read.  
  b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
  c. Identify the implied main idea and supporting details from an instructional level passage.  
  d. Identify cause and effect implied in a paragraph. | |
| Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

- e. Distinguish among fact, opinion, and reasoned judgment in a text.
- f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
- g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).
THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached to Week 2, Lesson 4): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  
  How to Become a Preschool Teacher
  http://www.earlychildhoodeducationzone.com/become-a-preschool-teacher/
- Classroom Resource: Flip chart paper and markers.

For Activity #2:
- Online Resource (attached): Project on screen for class.
  Illinois Career Pathways Graphic
  http://64.107.108.147/programsofstudy/images/ClusterModel.jpg
- Handout (attached): Make one copy for each student.
  City Colleges of Chicago: Early Childhood Education (ECE) Career Path
- Handout (attached): Make one copy for each student.
  Knowing the Difference Between the Types of Associate Degrees

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

ACTIVITY #1: Review Homework Readings - 40 minutes

- Tell students they are going to work on their summarizing skills using the homework article. The information in this article will give them a good general context for learning more about the career paths available at City Colleges.
- Divide students into four groups and assign them one of the following topics from the homework article:
  - Educational Requirements and Processes
  - Course Content of a Preschool Teacher’s Education
  - Career Opportunities in Preschool Teaching
  - Average Daily Life of a Preschool Teacher
- Tell the groups they are going to present a summary of their section to the class. Their audience for this summary is someone who has not read the article but really needs the information from the article to think about early childhood education as a career. Therefore, their summary must be clear and have the most important facts in order to be helpful. Also, make sure that the summaries are in their own words.
- Give each group a piece of flip chart paper and a marker. Ask each group to:
Identify the most important information in the section.
Take clear notes on those facts.
Prepare the flip chart paper with a title and a listing of the facts their audience most needs to know. Students can talk about more than what is on the flip chart paper but the flip chart paper must relate the basics.
Give different team members different roles in preparing for and/or presenting the summary.

- Before students give their summaries, remind the students who are listening that they are the audience who has NOT read the article and that they are trying to get the most important information from it through this easy to understand set of presentations.

- Have groups give their presentations.

- After each presentation, ask:
  - Did this group give the presentation in their own words?
  - Was the presentation clear and easy to understand?
  - Did you, as the audience, get the information you needed?

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

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

- **Ask:**
  - What do you think Essential Knowledge and Skills means?
  - What is the definition of a Career Cluster? Write this on the board.
  - How is this different than a Career Pathway?

- **Project and pass out the City Colleges of Chicago: Career Paths in Early Childhood Education graphic.**

- **Tell students that these are the early childhood education career pathways at City Colleges.** This is the central document that the class needs to work on to understand more about early childhood education at City Colleges.

- **Ask:**
  - What does the blue box stand for? (Answer: The Early Childhood Education Bridge.)
  - How many weeks does this Bridge take to complete? (24 weeks.)
  - What are the certificates and degrees that are available as part of the college-level career path? (Answers include Preschool Basic Certificate, Preschool Advanced Certificate.)
  - Which ones happen at City Colleges? (Answer: Basic Certificate, Advanced Certificate, and Associate.) Which one does not? (Answer: Bachelors.)
  - What does the green set of boxes represent? (Answer: Occupational Degree Pathway.)
  - How about the orange? (Answer: Transfer Degree Pathway.)

- **Project the Knowing the Difference Between the Types of Associate Degrees slide.**

- **Ask:**
  - How many kinds of transfer degrees are there?
  - What does AS and AA stand for?
  - What are the differences in the kinds of classes you take for a Transfer Degree and an Occupational degree?
  - What do you think are the advantages of a Transfer Degree? What are the advantages of an Occupational Degree?

- **Project the City Colleges of Chicago: Career Paths in Early Childhood Education graphic, again.** Tell students they are going to look closely at the Occupational Degree Pathway. Ask the following questions for the first green box:
  - How long does it take to get a Preschool Basic Certificate?
  - How many credit hours?
  - What jobs can you get with a Preschool Basic Certificate?
  - How much do they pay?

- **Where do you find something that says “Gateway Level Credentials?”**
  - Where can you find information about what “Gateway Level Credentials” are?
  - How do you know that the description at the bottom of the page is the definition?
  - What do you call the little star symbol (*) next to each “Gateway Level Credential” in each box?
  - Why is that little symbol in front of the paragraph at the bottom of the page?
    - Ask someone to read the (*) paragraph out loud, and ask:
      - What does this paragraph mean?
      - What does “prerequisite” mean?
      - How can Gateway Level Credentials help you get employment?

- **Repeat this set of questions for the Advanced Certificate and AAS Degree.** Then ask:
  - Can you get a BA with an AAS in early childhood education?
  - What schools can you go to with an AAS?
ACTIVITY #3: Evaluate the Two Pathways and Make a Choice - 30 minutes

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

HOMEWORK

READ: Have students read 5 Reasons You Should Become a Preschool Teacher (attached). After reading the article, tell students to:
- Underline important facts.
- Put a number from 1 – 5 that show the importance of each reason to them.

WRITE: Have students write in their journals and answer the following questions:
- Describe the pathway that you think would fit your interests best.
- What are the reasons for your choice?
- How many stackable credentials are you interested in completing? Why?
CITY COLLEGES OF CHICAGO: EARLY CHILDHOOD EDUCATION (ECE) CAREER PATH

**Bridge Programs**

**Basic Certificate**
- Pre-School Basic Certificate
  - 1 Semester, 10 CH
  - Gateway Level 1 Credential
  - Entry Level positions in Daycare facilities
  - $9-$11/hr

**Advanced Certificate**
- Pre-School Advanced Certificate
  - 3 Semesters, 32 CH
  - Gateway Level 4 Credential
  - Above Entry Level, Assistant Teacher positions
  - $10-$14/hr

**Associates**
- Pre-School AAS Degree
  - 4 Semesters, 63 CH
  - Gateway Level 4 Credential
  - Assistant Teacher positions
  - $20K-$35K annually

---

**College Credit Programs**

**Occupational Degree Pathway**

- Pre-School Basic Certificate
  - 1 Semester, 10 CH
  - Gateway Level 1 Credential
  - Entry Level positions in Daycare facilities
  - $9-$11/hr

- Pre-School Advanced Certificate
  - 3 Semesters, 32 CH
  - Gateway Level 4 Credential
  - Above Entry Level, Assistant Teacher positions
  - $10-$14/hr

- Pre-School AAS Degree
  - 4 Semesters, 63 CH
  - Gateway Level 4 Credential
  - Assistant Teacher positions
  - $20K-$35K annually

---

**Transfer Degree Pathway**

- AA Education Degree
  - 4 Semesters, 63 CH
  - Gateway Level 2 Credential
  - Entry Level positions
  - $10-$12/hr

- Early Childhood Education Teacher Certification
  - 8 Semesters
  - Gateway Level 5 Credential
  - Head Teacher
  - $50K+

---

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

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

Limited Transfer options for full program transfer: Kendall College, National Louis University

Many options including: DePaul, Northeastern, Loyola, Roosevelt, St. Xavier, National Louis, Columbia College, etc.
Knowing the difference between the types of Associate degrees and identifying career goals early on is critical for your students!

<table>
<thead>
<tr>
<th>TRANSFER</th>
<th>OCCUPATIONAL</th>
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<tbody>
<tr>
<td><strong>Associate in Arts (AA)</strong></td>
<td><strong>Associate in Applied Science (AAS)</strong></td>
</tr>
<tr>
<td>60+ credit hours total:</td>
<td>60-78 credit hours total:</td>
</tr>
<tr>
<td>• 38 CH Gen Eds</td>
<td>• 15 CH Gen Eds</td>
</tr>
<tr>
<td>• 16 CH electives</td>
<td>• 50 to 75% of CH is required technical core and specialty course work</td>
</tr>
<tr>
<td>• 8 CH foreign language</td>
<td>• BC and AC may be stackable with AAS</td>
</tr>
<tr>
<td><strong>Associate in Science (AS)</strong></td>
<td></td>
</tr>
<tr>
<td>60+ credit hours total:</td>
<td></td>
</tr>
<tr>
<td>• 39 CH Gen Eds</td>
<td></td>
</tr>
<tr>
<td>• 14 CH math/science</td>
<td></td>
</tr>
<tr>
<td>• 11 CH electives</td>
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</table>

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

1. Early Childhood Education is a growing field.

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

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

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

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

Supporting preschool children in these developmental areas will ensure they are prepared and ready for accelerated learning environments and will facilitate an enhanced educational experience.
3. You will stand as a role model for young children.

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

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

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

5. You have a passion for early education.

Teachers of all grades are valuable to society. Early childhood teachers work with children at the start of their educational journey and help them to understand and attain some of the most basic and foundational academic, social, cognitive and emotional concepts. Don't ignore the call for early childhood education. If you have a passion for education and enjoy working with small children, consider a career as a preschool teacher.
Early Childhood Education Career Bridge | Reading & Writing Lesson Plans
ABE Standards Covered For
Week 3, Lesson 2

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
</tr>
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<tbody>
<tr>
<td>• Read and understand stackable credentials documents.</td>
<td>READING</td>
<td>7. Integrate information from texts, charts, and graphs/different media or formats to:</td>
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<tr>
<td></td>
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<td>a. Draw a conclusion</td>
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<td>b. Develop a coherent understanding of a topic or issue.</td>
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<td></td>
<td>c. Apply information sources to solve occupational and educational tasks.</td>
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<td>d. Compare and contrast different portrayals of the subject.</td>
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<td></td>
<td>e. Evaluate the advantages and disadvantages of using different mediums.</td>
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<tr>
<td>• Watch videos and read articles on early childhood education career path jobs.</td>
<td>READING</td>
<td>7. Integrate information from texts, charts, and graphs/different media or formats to:</td>
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<td></td>
<td></td>
<td>d. Compare and contrast different portrayals of the subject.</td>
</tr>
<tr>
<td>• Give presentations on early childhood education career path jobs.</td>
<td>SPEAKING AND LISTENING</td>
<td>8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation</td>
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<tr>
<td>• Reading homework.</td>
<td>READING</td>
<td>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</td>
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<td>a. Summarize what has been read.</td>
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<td>b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
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<td>c. Identify the implied main idea and supporting details from an instructional level passage.</td>
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<td>d. Identify cause and effect implied in a paragraph.</td>
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<td>e. Distinguish among fact, opinion, and reasoned judgment in a text.</td>
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<td>f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.</td>
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<td>g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).</td>
</tr>
<tr>
<td>• Writing homework.</td>
<td>WRITING</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Online Resource: Look at all requirements at the bottom of this page.
  Basic Certificate: Preschool
  http://ccc.edu/programs/Pages/Child-Development---Pre-School-Education-Basic-Certificate.aspx
- Online Resource: Look at all requirements at the bottom of this page.
  Advanced Certificate: Preschool
  http://ccc.edu/programs/Pages/Child-Development---Pre-School-Education-Infant-Toddler-
  Advanced-Certificate.aspx
- Online Resource
  GPS Document: Preschool AAS Degree
  http://www.ccc.edu/programs/Documents/SemesterMaps/Edu_Human_Svcs/EDHUM_ChldDev-
  PreschoolEd_AAS.pdf
- Online Resource
  GPS Document: Child Development: Early Childhood Education AA Degree
  http://ccc.edu/programs/Documents/SemesterMaps/Edu_Human_Svcs/EDHUM_ChildDevelopmentEar
  lyChildhoodEducation_AA.pdf
- Handout (attached to Week 3, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  City Colleges of Chicago: Early Childhood Education (ECE) Career Path

For Activity #2:
- Classroom Resource: Flip chart paper and markers.
- Video: Choose a Career in Early Childhood Education?
  https://www.youtube.com/watch?v=IIlej6VnX-w (running time: 3:07)
- Video: Career TrekBC
  https://www.youtube.com/watch?v=4lpusB5BsyY (running time: 6:03)
- Handout (attached): Print one copy for the Basic Certificate (BC) group.
  Childcare Worker
  http://www.earlychildhoodteacher.org/jobs/childcare-worker/
- Handout (attached): Print one copy for the Advanced Certificate (AC) group.
  Teacher Assistant
  http://www.earlychildhoodteacher.org/jobs/teacher-assistant/
- Handout (attached): Print one copy for the Bachelor or Arts (BA) group.
  Preschool Teacher
  http://www.earlychildhoodteacher.org/jobs/preschool-teacher/
ACTIVITY #1: Read and Understand Stackable Credentials Documents - 40 minutes

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

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

- Tell students that the class will watch a few general videos and read and present on some more specific articles that can give the class a good idea of the jobs they are eligible for at the Basic
Certificate (BC), Advanced Certificate (AC), Associate of Applied Science (AAS), and Bachelor of Arts (BA) levels. The idea is to get just a quick idea of what these jobs are like.

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

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

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

HOMEWORK

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

- Nedine Muwne
- Katrice Smith
- Curtis Bickham
- Roger Aubuchon
- Vicky Reed
WRITE: After students have selected which of the people described in the articles is most like them, have them write a brief summary of how the person they selected is most like them and how this person is also different. Students will need to bring a hard copy of this assignment to the next class.

WRITE: Have students write in their journal and answer the following questions:
- What do you do now to balance school, work, and family?
- What additional things will you need to do to create balance in your life when you go to college?
Childcare Worker

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

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

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

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

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

A Day in the Life

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

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

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

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

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

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

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

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

**National Organizations**
- National Child Care Association [http://www.nccanet.org](http://www.nccanet.org)
- National Association of Family Child Care [http://www.nafcc.org](http://www.nafcc.org)

**Additional Resource**, not listed in the original article copied above:
- National Association for the Education of Young Children [http://www.naeyc.org](http://www.naeyc.org/)
Teacher Assistant

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

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

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

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

A Day in the Life

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

Licensing Requirements

There is no official licensing process for teacher assistants, but some school districts may require passing a skills-based test in order to get hired, especially for jobs working with special needs students. For specific information about getting licensed to work as an early childhood teacher in a specific state, check out our degrees and licensure state pages. http://www.earlychildhoodteacher.org/certification/
Areas of Specialization
Teacher assistants who want to focus on early childhood education can find work in preschools, childcare centers, and elementary schools. Some teacher assistants work exclusively with special education students. They may be required to help students with basic needs, like personal hygiene, in addition to academic and behavioral work.

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

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

National Organizations
• National Association for the Education of Young Children http://www.naeyc.org
• National Resource Center for Paraprofessionals http://www.nrcpara.org
Preschool Teacher

Source: [http://www.earlychildhoodteacher.org/jobs/preschool-teacher/](http://www.earlychildhoodteacher.org/jobs/preschool-teacher/)

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

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

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

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

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

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

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

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

National Organizations
- National Association of Early Childhood Teacher Educators http://www.naecte.org
- Association for Early Learning Leaders http://www.earlylearningleaders.org
Balancing School, Work, and Family


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

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

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

“Knowing how to balance your time is the key to going to school, working and having a family,” said Roger Aubuchon, an assistant manager with Wal-Mart and a student at American Public University, a for-profit online learning institution. He’s working toward a bachelor’s degree in management with a concentration in retail, while supporting his wife, Gretchen, and sons, Kaleb, 8, and Kolby, 4.
Retail was not his first career. Aubuchon earned a nice living as a mortgage executive on commission until the housing and lending industries collapsed during the recession.

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

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

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

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

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

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

Aubuchon, who carries a 3.499 GPA, received a $5,000 Ray M. Greely Scholarship from the National Retail Federation last spring. He was one of 27 students in the nation identified as a future retail industry leader.
His flexible work schedule of four days or nights on and four days off allows him to spend time with his family and take two or three online classes per semester. The couple is also involved at church and with A Fresh Hope, a charity for needy children.

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

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

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

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

**Big, busy calendar**

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

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

Reed earned her degree from West Georgia Technical College and started working as a nurse in 2010.

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

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

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

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

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

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

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

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

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

“It’s worth it. I tell friends who are thinking about it to just decide. Once you’ve committed, it’s just a matter of putting one foot in front of the other.”
### Early Childhood Education Career Bridge I Reading & Writing Lesson Plans

**ABE Standards Covered For**

**Week 3, Lesson 3**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
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</table>
| • Review homework reading on balancing school, work, and family. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
  a. Summarize what has been read.  
  b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
  c. Identify the implied main idea and supporting details from an instructional level passage.  
  d. Identify cause and effect implied in a paragraph. |

| • Explore Gateways to Opportunities materials. | READING | 7. Integrate information from texts, charts, and graphs/different media or formats to:  
  a. Draw a conclusion  
  b. Develop a coherent understanding of a topic or issue.  
  c. Apply information sources to solve occupational and educational tasks.  
  d. Compare and contrast different portrayals of the subject. |

| • Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
  a. Summarize what has been read.  
  b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
  c. Identify the implied main idea and supporting details from an instructional level passage.  
  d. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
  e. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). |

| • Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week

Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

For Activity #1:
• Handout (attached to Week 3, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  - Balancing School, Work, and Family
• Student Work: Students should bring hard copies of their homework assignments.

For Activity #2:
• Handout (attached): Make one copy for each student.
  - Gateways to Opportunity Treasure Hunt
• Online Resource
  - Gateways to Opportunity
• Online Resource: Click on this link on this page.
  - Gateways to Opportunity Scholarship Program: Frequently Asked Questions
• Online Resource: Click on this link on this page.
  - Great START Wage Supplemental Scale (click on the link on this page):

ACTIVITY #1: Review Homework Readings - 50 minutes

• Tell students they are now going to look at the work they did for their homework to see how they are planning to balance work, school, and family in preparation for going to college.
• Write the following names on the board:
  o Nedine Muwne
  o Katrice Smith
  o Curtis Bickham
  o Roger Aubuchon
  o Vicky Reed
• Ask students to count off by five to form five groups. Assign each group one person from the reading listed on the board.
• Ask the different groups to:
  o Describe the person they were assigned based on the readings.
  o Describe the assets that person has that will help them make a balance.
  o Describe the challenges that person has that might get in the way of them making a balance.
  o Make sure a different person reports back on these three items.
• Have groups report on their assigned person while you take notes on the board.
• Now, read each name on the board and ask:
  o Who identified with _________?
  o Write the names of those who raise their hands next to the names from the articles on the board.
• Put students into the groups that are now written on the board and ask the groups to talk about:
  o Why they identify with this person.
  o What about their lives are similar to this person.
  o What is different.
  o What strategies they recommend to deal with some of the issues this person doesn’t have to deal with.
  o Make sure a different person reports back on each of these four items.
• Have each group report on their analysis, taking notes on the board on the strategies they recommend.
• After each group has reported back, ask:
  o How do the students in this class compare with the people we read about overall?
  o What will be some of the key strategies students will need to focus on to successful balancing work, school, and family?

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

• Tell students that there are some real opportunities through the Gateways to Opportunity organization. Their job is to do a Treasure Hunt on a set of questions and report back on just how useful this Gateways program can be to them while they are in college and working.
• Write the following website address on the board and have all get to that website: http://www.ilgateways.com/en/
• Demonstrate how to use the website including:
  o Clicking on the topics on the title page.
  o Clicking on highlighted parts of the topic pages.
• Pass out the Gateways to Opportunity Treasure Hunt.
• Ask students if they want to work independently or in pairs. Set students up according to their preferences.
• Tell students they are to:
  o Take notes in their notebooks on the answers they find to the questions. Emphasize the notes they take must summarize what they are learning, not copy down a bunch of details.
  o Call out words that they need to know to understand a passage they think is important. Write down these words on the board and write down a simple definition.
• When students have completed their Treasure Hunt, ask each of the treasure hunt questions and go round robin to have students add new information to the answer until the answer is clear.
• Project the FAQ page for Scholarship Program, scroll down to the first table on the second page, and ask:
  o What is the relationship between how much you make and the amount of scholarship you will receive?
  o Ask students to give examples from the chart to support their answers.
• Project the Great START Wage Supplemental Scale and scroll to the first table on the second page. Ask:
  o How much more can you earn every six months once you complete Level 1 and are working?
    ▪ Level 2?
    ▪ Level 3?
    ▪ Level 4?
    ▪ Level 5?
    ▪ Level 6?
  o What do you notice about the relationship between the Level and the amount of money you will receive?
  o What would be the benefit of the Scholarship Program and Great START program together?
  o How could these two programs impact your life?

**HOMEWORK**

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

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

Treasure Hunt Clue:

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

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

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

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

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

- Who can get scholarships?

- What do students have to be doing to get scholarships?
- How much can scholarship money can you get if you are making $12.50 an hour or less?

- What happens to the amount of scholarships you can get the more you make?

3. How can the Great START Wage Supplement Program help you while you are working? 
   (Clue: Look at the Great START Wage Supplement Scale.)
   (Clue: Look at the first table in the FAQs for the Great START Wage Supplement Program.)
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practice asking good questions to prepare for the Writing Conversation.</td>
<td>SPEAKING AND LISTENING</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly.</td>
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<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
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<td>d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
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<td>e. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
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<td>f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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<td></td>
<td>g. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
</tr>
<tr>
<td>• Conduct a Writing Conversation using writing assignment questions.</td>
<td>WRITING</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td>• Writing homework.</td>
<td></td>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
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<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.</td>
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<td></td>
<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
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<td></td>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.</td>
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</table>
THEME: City Colleges of Chicago Career Paths in Early Childhood Education - Reading Week

OBJECTIVES

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

MATERIALS

• None.

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

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

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

• Tell students that they are now going to play the roles of writer and audience for each other in order to get a head start on their writing assignment. The writer is to be someone who wants to communicate their ideas to their audience and the audience is trying to understand as best he/she can. The audience will ask questions when he/she thinks more information, explanations, or examples will make the writer’s work easier to understand. A good chunk of time has been assigned to this process, so, if pairs work together well, many may get a full draft of their writing assignment done during this exercise.

• Tell students that they are to give the long answers in their responses—not short ones. Their partner will be better able to recognize if he/she needs to ask additional questions or not.

• Tell students that the rules of the game are that audiences are not to fuss about grammar and spelling. If they can read and understand what their partner is saying, then the writing is okay.

• Put students into pairs and ask students to:
  o Turn to a blank sheet of paper in their notebooks.
  o Students should copy the first question from the board into their notebooks and then answer it so their friendly, curious audience can clearly understand what they are trying to say. They should:
    ▪ Not worry about grammar or punctuation but simply focus on explaining their answers to someone who wants to know.
    ▪ Listen to the voice in their head that wants to do the explaining and write down what that voice says.
  o When they are finished, they should give their notebooks to their audience to read (partners are swapping notebooks to read what the writer has written, in other words). The audience should:
    ▪ First, think if they have any questions for the writer. Is what they wrote clear enough? Or are they interested in what the writer is saying and want to hear more?
      o If you are interested in hearing more, write your own follow-up question for the writer.
      o If you are not interested in hearing more, copy the next question on the board and give it back to the writer to answer.

• When students have written answers to all the questions on the board, ask:
  o Did your audiences make you feel happy and comfortable?
  o Did your audiences ask you questions that helped your writing become clearer and more interesting? Give some examples.

Assign the Homework - 10 minutes

• Give students the writing assignment which is to:
  o Answer the questions so that an audience can understand fully what you are trying to say.
  o Write your essay to other students interested in early childhood education and show them how you have thought through your choices.
  o Take the questions OUT of your writing.
  o Put different ideas in different paragraphs that can help your reader can follow what you are saying.
Read your writing out loud (maybe even to someone who makes you feel happy and comfortable) to see that what you have written sounds natural and easy to understand. Make changes so that what you have written matches the way you think it should sound.

Bring in a copy of your writing that is easy for others to read. Type your piece of writing on the computer, if possible. If it is on the computer, it will be easier for you to go in and make changes for your final draft that will be due later.

**HOMEWORK**

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

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

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

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

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<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
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</thead>
<tbody>
<tr>
<td>• Expand criteria for evaluating writing assignments.</td>
<td>READING</td>
<td>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</td>
</tr>
<tr>
<td>• Evaluate others’ writing assignments according to the criteria.</td>
<td></td>
<td>3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
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<tr>
<td></td>
<td></td>
<td>a. Identify the implied main idea and supporting details from an instructional level passage.</td>
</tr>
<tr>
<td>• Identify top grammar concerns.</td>
<td>LANGUAGE, VOCABULARY &amp; USAGE</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>• Grammar homework.</td>
<td></td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>• Various depending on the grammar exercise(s) chosen for the lesson.</td>
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THEME: Presenting the Career Path You Want to Pursue - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached): Make one copy for each student.  
  Sample Essay

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

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

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

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on congratulating them on their good writing and giving them good ideas for improving their essays. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work help them get the information they need to improve their essays for a final they will hand in next week.
- Ask:
  - How did your essay writing go?
  - What did you like about your essay?
  - What did you find difficult?
  - How did you overcome your difficulties?
  - Who found new ideas through the process of writing? What were they?
- Write the following questions on the board in a big grid. Make one column with each question as a different row and then add two columns titled: Current Writing Criteria and Additions.
  - What would make a reader interested in reading your essay?
  - What does an audience need at the beginning of the essay to get involved in reading?
  - Why does an audience need your ideas to be in different paragraphs?
    - How do paragraphs help the audience follow what you are trying to say?
  - What is a reader going to get out of reading your essay?
    - How can the final paragraph make sure the audience can take something valuable away from your piece of writing?
• Put students in pairs to recount the answers to these questions from Week 2, Lesson 1 and to add any new ideas they might have.
• For each question go from pair to pair to fill in the “Current Writing Criteria” category.
• Go around again to fill in the “Additions” category.
• Pass out the sample essay. Tell students they are to read this essay and answer the questions on the board about the essay.
• Once students have read the essay, ask them to get into pairs to answer the questions. They should be able to both answer the question and give examples from the text that show exactly what they mean.
• Come back as a class and ask each question. Have each pair answer that question and give examples from the essay that shows what they mean.
• When the questions have been answered, ask:
  • Are there any criteria for a good essay that you want to add to the listing on the board?
  • Add their suggestions.

ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes

• Tell students they will now provide some constructive feedback on each other’s essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
• Put students into groups of three.
• Have students take out their homework essays.
• Pass out two copies of the Audience Comment Page to each student. Explain that they are going to:
  • Read the essays written by the other two people in their group.
  • Fill out one Audience Comment Page for each of the essays they read.
  • They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  • They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner’s work will help them when they have to rewrite their final essay.
• Have students pass their essays to the left.
• After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
• After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments.
• Ask the class as a whole:
  • Did your evaluators say the same or different things?
  • Did your evaluators say things that give you ideas for how to make your essay better?
  • Did your evaluators confuse you? Ask for clarification when back in your group.
• Put students back in their groups to talk through differences and to get clarification. Groups should also select two interesting and well-developed paragraphs to read to the class and explain why they were selected.
• Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
• Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
ACTIVITY #3: Select Top Grammar Concerns - 30 minutes

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

HOMEWORK

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

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

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

To the XXXX Committee,

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

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

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

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

Respectfully,
<table>
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<th>OBJECTIVES</th>
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| • Learn a critical grammar lesson chosen by the teacher. | LANGUAGE, VOCABULARY & USAGE | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   • Various depending on the grammar exercise(s) chosen for the lesson.  

   2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
   • Various depending on the grammar exercise(s) chosen for the lesson. |
| • Correct the grammar in a student writing assignment using the Editing Game. | WRITING | 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. |
| • Grammar homework. | LANGUAGE, VOCABULARY & USAGE | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
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   2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
   • Various depending on the grammar exercise(s) chosen for the lesson. |
THEME: Presenting the Career Path You Want to Pursue - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource (attached to Week 2, Lesson 2): Make one copy of an activity for the teacher.
  Activities for Teaching Writing Skills
  Note: Teachers may choose to use a different grammar text.

For Activity #2:
- Handout: Make one copy of each paragraph for each student.
  Two student paragraphs typed up with all the grammatical and spelling mistakes intact

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
- Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
- Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
- Go around to all the teams to ask a different student to come to the board and go through the same process as above.
- Keep team scores on the board until all of the issues in the paragraph have been corrected.
ACTIVITY #3: Editing Game #2 - 40 minutes

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

HOMEWORK

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

TEACHER REMINDER: Be prepared to hand back the full packets of the students’ essays, the student Audience Comment Pages, and your Audience Comment Page from Week 3, Lesson 4.
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   • Various depending on the grammar exercise(s) chosen for the lesson.  
   2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
   • Various depending on the grammar exercise(s) chosen for the lesson. |
| • Create a rewriting plan. | WRITING | 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. |
| • Grammar homework. | LANGUAGE, VOCABULARY & USAGE | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
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   2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
   • Various depending on the grammar exercise(s) chosen for the lesson. |
THEME: Presenting the Career Path You Want to Pursue - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource (attached to Week 2, Lesson 2): Make one copy of an activity for the teacher. Activities for Teaching Writing Skills
  Note: Teachers may choose to use a different grammar text.

For Activity #2:
- Student Work: Hand back student essays from Week 3, Lesson 4 with Audience Comment Pages from teacher and two students.

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

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

- Pass back student essays with your comments as well as the evaluations from the other two students who read their essay.
- Have the students read through all the comments.
- Ask:
  - What is your response to the feedback?
  - What kinds of rewriting ideas do you have? Write their ideas on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?
- Have students get into their original evaluation groupings and pass around their essays and evaluations to the left as before. Students should compare and contrast the teacher’s comments with their comments received from their classmates.
- Tell students to talk through their rewriting plans as a group.
- As a class, ask students to talk through some of their rewriting plans and strategies. Write some of these approaches and strategies on the board.
- Tell students to write down their rewriting plans in note form.
Activity #3: Writing with a Partner Audience - 40 minutes

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

Homework

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

Complete: Choose and assign grammar homework that will address significant grammar issues in the class.
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<td>• Learn a critical grammar lesson chosen by the teacher.</td>
<td>WRITING</td>
<td>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</td>
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<td>• Begin the rewriting process on the computer.</td>
<td>WRITING</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
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<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.</td>
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<td></td>
<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
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<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.</td>
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<td>e. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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<tr>
<td>• Rewrite the essay.</td>
<td>WRITING</td>
<td>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</td>
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1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
   a. Summarize what has been read.
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   c. Identify the implied main idea and supporting details from an instructional level passage.
   d. Identify cause and effect implied in a paragraph.
   e. Distinguish among fact, opinion, and reasoned judgment in a text.
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.

Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).
THEME: Presenting the Career Path You Want to Pursue - Writing Week

Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource (attached to Week 2, Lesson 2): Make one copy of an activity for the teacher.
  Activities for Teaching Writing Skills
  Note: Teachers may choose to use a different grammar text.

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

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

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

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

WRITE: Have students finish rewriting their essay.

READ: Have students read Why Champion Social and Emotional Learning? Because it Helps Students Build Character (attached). Then, have students:
- Underline those parts of each article that help define what Social and Emotional Learning is.
- Circle words that you don’t understand.

READ: Have students read Social Emotional Learning Core Competencies http://www.casel.org/social-and-emotional-learning/core-competencies/. Then, have students:
- Underline those parts of each article that help define what Social and Emotional Learning is.
- Circle words that you don’t understand.

WRITE: Have students write in their journals and answer the following questions:
- Which of the Core Competencies of Social and Emotional Learning do you excel at? Give some examples.
- Which ones do you wish you could strengthen?
- How could these Core Competencies improve a person’s life?
Why Champion Social and Emotional Learning?:
Because It Helps Students Build Character

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

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

By Edutopia

March 16, 2008

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

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

VIDEO: Smart Hearts: Social and Emotional Learning Overview

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

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

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

Such learning, successfully incorporated into project learning and other teaching styles, is easily integrated into all subject areas and can be effectively assessed with rigorous, sophisticated rubrics. It also contributes to a productive classroom environment where students feel they can learn without concern for their emotional welfare.
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<th>OBJECTIVES</th>
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</table>
| • Define Social Emotional Learning. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
  a. Summarize what has been read.  
  b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
  c. Identify the implied main idea and supporting details from an instructional level passage.  
  d. Identify cause and effect implied in a paragraph.  
  e. Distinguish among fact, opinion, and reasoned judgment in a text.  
  f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
  g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). |
| • Learn three basic brain functions. | READING | 7. Integrate information from texts, charts, and graphs/different media or formats to:  
  a. Draw a conclusion.  
  b. Develop a coherent understanding of a topic or issue.  
  c. Apply information sources to solve occupational and educational tasks.  
  d. Compare and contrast different portrayals of the subject.  
  e. Evaluate the advantages and disadvantages of using different mediums. |
| • Apply basic brain functions to a video on brain development. | READING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| • Writing homework. | WRITING |  |
| • Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
  a. Summarize what has been read.  
  b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
  c. Identify the implied main idea and supporting details from an instructional level passage.  
  d. Identify cause and effect implied in a paragraph.  
  e. Distinguish among fact, opinion, and reasoned judgment in a text.  
  f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection. |
as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.

g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).
THEME: Who Are We When We Talk To Children? - Reading Week

Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached to Week 4, Lesson 4): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  Why Champion Social and Emotional Learning? Because it Helps Students Build Character
  http://www.edutopia.org/social-emotional-learning-introduction
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  Social Emotional Learning Core Competencies
  http://www.casel.org/social-and-emotional-learning/core-competencies/
- Classroom Resource: Two dictionaries

For Activity #2:
- Handout (attached): Make on copy for each student.
  Key Findings on Social Emotional Health and Brain Development
  http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.8.pdf
- Handout (attached): Make on copy for each student.
  Key Findings on Social Emotional Health and Brain Development, and
  Overview of CSEFEL Infant Toddler Training Module Content
  http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.8.pdf
- Online Resource: The Brain from Top to Bottom
  http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html
- Online Resource: The Amygdala and its Allies
  http://thebrain.mcgill.ca/flash/d/d_04/d_04_cr/d_04_cr_peu/d_04_cr_peu.html#2

For Activity #3:
- Video: How Brains are Built: The Core Story of Brain Development
  https://www.youtube.com/watch?v=LmVWOe1ky8s (running time: 4:05)

For Homework:
- Handout (attached): Make one copy for each student.
  Is Social Emotional Learning a Luxury?
  http://greatergood.berkeley.edu/article/item/is_social_emotional_learning_a_luxury
ACTIVITY #1: Define Social Emotional Learning - 40 minutes

Journal Check-in - 5 minutes

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

Vocabulary Check-In - 10 minutes

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

Define Social Emotional Learning - 25 minutes

- Tell students they are now going to define Social Emotional Learning (SEL) based on their readings.
- Put students into pairs to:
  - Come up with a written summary of SEL in their own words.
  - List reasons why SEL is important.
  - Comment on which of the SEL competencies they are best at and which they most want to improve.
- Tell students they are to listen to the summaries from the point of view of an audience that has not read these articles.
- Go round robin to have students read out their summaries and give their lists and comments.
- After each summary is read, ask:
  - As the audience who has not read this article, does this summary give you a good definition of SEL you can use?
  - Do you have additional questions?
- Tell students that this week they will be looking at social emotional learning, learn the basic brain science behind this learning, and then try to apply social emotional learning principles to themselves. By doing this, they will be able to do a few important things:
  - Come up with strategies based on brain science for motivating themselves to complete the college certification or degree of their choice.
  - Learn the basics for effective communication with children.
• Child development and social emotional learning for children will, then, be studied in more depth in early childhood education in Bridge II and other essential learning approaches will be covered in Bridge III. These will include the importance of play and interaction with nature as key to building healthy children.
• And, to begin this whole process, students must have a good definition of social emotional learning.

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

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

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

• Tell students they are now going to apply what they have just learned to information about brain development.
• Write the following questions on the board:
  o What is the significance of serve and return contact interactions between caregivers and children?
  o What is stress?
  o What is toxic stress?
  o What are the impacts of these two kinds of stress on the brain?
  o How is SEL like air traffic control?
• Watch the short video How Brains are Built, one or two times.
• Discuss the questions on the board.
• Put students into pairs to answer these two questions:
  o How do the three basic brain functions relate to stress, toxic stress, and overall brain development?
  o How can SEL change brain development?
• Discuss student answers to these questions.

**HOMEWORK**

**WRITE:** Have students write in their journals and answer the following questions:
• Have you ever experienced toxic stress?
• What was the impact on you?
• Did it have an impact on your ability to learn and live a healthy life?

**READ:** Have students read *is Social Emotional Learning a Luxury?* (attached). Then, have students:
• Underline those areas of the article that help them answer these two questions:
  o Why is social emotional learning important?
  o Who needs social emotional skills? Why?
• Circle any words they don’t understand.
• Create five questions of facts they know the answers to for each article. They will use these questions to quiz their classmates.
A baby is born with just a few brain cells.  

The kind of care a young child receives plays a big role in how the brain wires itself. For example, caregivers who respond sensitively to a baby’s cries are building the connections that lead to healthy relationships.  

Brain development is completely determined and designed based on genetics.  

The infant’s early brain development is designed to connect the newborn with other human beings around him who will provide care.  

Babies are born with the desire to master and explore their environment and are active participants in their own learning.  

A toddler’s brain is less active than an adult’s brain.  

Young children need expensive toys to get smarter.  

Babies cannot recognize their parents’ voices.  

Babies seek physical and emotional equilibrium.  

What happens before birth does not affect children’s learning.  

Babies can match emotional voice tone to emotional facial expression.  

Babies prefer looking at faces.
A baby is born with just a few brain cells.

A baby is born with more than 100 billion brain cells. Some of these cells are already connected to other cells at birth. These connections regulate the heartbeat and breathing, control reflexes, and regulate other functions needed to survive. However, much of the brain’s wiring does not occur until after birth.

The kind of care a young child receives plays a big role in how the brain wires itself. For example, caregivers who respond sensitively to a baby’s cries are building the connections that lead to healthy relationships.

From the moment a baby is born, every experience helps build the connections that guide development. No two brains are alike! Early experiences impact the actual architecture of the brain.

Brain development is completely determined and designed based on genetics.

Early experiences are equally as important as genetics in brain development. The baby’s day-to-day experiences help decide how her brain cells will connect to each other.

The infant’s early brain development is designed to connect the newborn with other human beings around him who will provide care.

Babies are also born with a set of very useful instincts for surviving and orienting to their new environment. They prefer human stimuli (a face, voice, touch, smell) over everything else. They innately orient to people's faces and would rather listen to talking or singing than any other kind of sound.

Babies are born with the desire to master and explore their environment and are active participants in their own learning.

Babies are born with a desire to explore, understand, and “master” their surroundings. They learn more easily with the help and encouragement of their families and caregivers. When encouraged to explore, while are also making sure they don’t get hurt, babies learn to feel good about learning and enjoy new experiences.

A toddler’s brain is less active than an adult’s brain.

A 3-year-old’s brain is twice as active as an adult’s brain. The adult brain is more efficient. It has gotten rid of brain connections that it doesn’t need (pruning). By about age 3, the brain’s cells have made most of their connections to other cells. Over the next several years, connections are refined based on experience. The connections that are used most will become stronger. Those that are used least will eventually wither.
<table>
<thead>
<tr>
<th>Young children need expensive toys to get smarter.</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young children need loving, responsive and predictable care and experiences, such as gentle touch, talking, reading, singing, rocking, etc. Too many new experiences at once can overstimulate a young child and will not help with brain development. Young children need time to process what they have experienced and learn before they are ready for something new.</td>
<td>False</td>
</tr>
<tr>
<td>Babies cannot recognize their parents’ voices.</td>
<td>False</td>
</tr>
<tr>
<td>Some research shows that babies start listening to their parents’ voices while still in the womb. Once born, babies tune into the words used by their familiar caregiver’s to figure out what they are saying. In fact, research has shown that babies prefer speech to all other sounds. They enjoy hearing the different sounds, pitches, and tones that adults use naturally when they talk with babies.</td>
<td>True</td>
</tr>
<tr>
<td>Babies seek physical and emotional equilibrium.</td>
<td>True</td>
</tr>
<tr>
<td>Infants are unable to regulate themselves. Despite being born with the capacity for feeling deep emotions, babies are unable to keep themselves in a state of equilibrium, lacking the skills to regulate either the intensity or the duration of those emotions. Babies need assistance and monitoring of a responsive caregiver to maintain equilibrium and not become overwhelmed.</td>
<td>True</td>
</tr>
<tr>
<td>What happens before birth does not affect children’s learning.</td>
<td>False</td>
</tr>
<tr>
<td>Poor nutrition and exposure to drugs and alcohol can lead to serious problems in brain development even before birth. A developing fetus needs adequate nutrition to develop properly.</td>
<td>True</td>
</tr>
<tr>
<td>Babies can match emotional voice tone to emotional facial expression.</td>
<td>True</td>
</tr>
<tr>
<td>Some studies show babies as young as three and a half months as being able to connect their mother’s tone of speech and facial expressions (using two images, happy and sad).</td>
<td>True</td>
</tr>
<tr>
<td>Babies prefer looking at faces.</td>
<td>True</td>
</tr>
<tr>
<td>Various research studies found that newborn infants have shown a preference for looking at faces and face-like stimuli (e.g., Batki et al 2000). The babies also show a preference for faces with open eyes. When given a choice between fearful and smiling faces, newborns look longer at happy faces (Farroni et al 2007).</td>
<td>True</td>
</tr>
</tbody>
</table>
Is Social-Emotional Learning a Luxury?

Source: http://greatergood.berkeley.edu/article/item/is_social_emotional_learning_a_luxury

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

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

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

Students engaging in SEL at a program run by the Holistic Life Foundation.

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

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

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

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

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

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

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

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

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

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

In a series of studies, scientists (including the GGSC’s Dacher Keltner) have found that people from higher social classes show lower levels of generosity, are less interested in connecting with other people, and are worse at reading others’ emotions. (We published an overview of this line of research on Greater Good just last week.)
The studies also suggest that people of high socioeconomic status are more prone to unethical behavior, due to their more favorable attitudes toward greed. This is particularly alarming when considering that many of our future doctors, lawyers, policymakers, corporate executives, and government leaders spend their formative years in affluence. Fortunately, science is helping us understand that none of these outcomes are inevitable—that it’s possible to teach empathy, compassion, and kindness. Even in the studies on socioeconomic status, researchers have found they could boost rich people’s empathy and generosity simply by having them imagine being on a lower rung of the social ladder.

So what can schools do to shape all their students’ social-emotional skills for the better? For starters, administrators can check out the Collaborative for Academic, Social, and Emotional Learning’s (CASEL) newly-released list that identifies 23 of the most effective preschool and elementary SEL programs (a list of middle and high school programs will be released in 2013).

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

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

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

Vicki Zakrzewski, Ph.D. is the education director of the Greater Good Science Center.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
<th>STANDARD</th>
</tr>
</thead>
</table>
| • Quiz each other on the facts of the homework article. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
   a. Summarize what has been read.  
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
   c. Identify the implied main idea and supporting details from an instructional level passage.  
   d. Identify cause and effect implied in a paragraph.  
   e. Distinguish among fact, opinion, and reasoned judgment in a text.  
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).  

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas. |
| • Watch videos to learn more about the three primary brain systems. | READING | 7. Integrate information from texts, charts, and graphs/different media or formats to:  
   a. Draw a conclusion  
   b. Develop a coherent understanding of a topic or issue.  
   c. Apply information sources to solve occupational and educational tasks.  
   d. Compare and contrast different portrayals of the subject.  
   e. Evaluate the advantages and disadvantages of using different mediums. |
| • Journal from your different brain systems. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective. |
| • Writing homework. | | |
| Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
   a. Summarize what has been read.  
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
   c. Identify the implied main idea and supporting details from an instructional level passage.  
   d. Identify cause and effect implied in a paragraph.  
   e. Distinguish among fact, opinion, and reasoned judgment in a text.  
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). |
THEME: Who Are We When We Talk To Children? - Reading Week

Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

For Activity #1:
• Handout (attached to Week 5, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Is Social Emotional Learning a Luxury? http://greatergood.berkeley.edu/article/item/is_social_emotional_learning_a_luxury
• Classroom Resource: Two dictionaries

For Activity #2:

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

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

Journal Check-in - 5 minutes

• Make sure you keep checking students’ journaling in. You are checking for the number of pages they have filled out by sight without reading anything.
• Ask:
  o What was your experience journaling for this class?
  o Is everyone getting more comfortable with the journal writing process?
  o Why or why not?
  o What did you have to say about the effect of toxic stress on your life?
Vocabulary Check-in - 10 minutes

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

Reading Analysis - 25 minutes

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

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

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

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

• Tell students they are now going to get a deeper sense of the reactions of their own brain stems and limbic systems.
• Ask:
  o What are some things that always and completely drive you crazy?
  o Write students answers on the board.
• Ask:
  o Which of these things on the board drive you to respond with your brain stem?
  o How do you know it is your brain stem that is responding?
  o What kinds of things does your brain stem say to you in these situations?
  o Have students give examples.
• Next, ask:
  o Which of these things on the board drive you to respond with your limbic system?
  o How do you know you are in your limbic system?
  o What kinds of things does your limbic system say?
  o Have students give examples.
• Then, ask:
  o What kind of character is the brain stem? How would this character speak? Think? Be concerned with?
  o How about the limbic system?
  o How are these characters really different?
• Have the class to choose a situation from the board that drives them into their brain stem.
  o They should then journal on what their brain stem is saying about their response to the situation for 5-7 minutes.
Remind students that the situation makes them either want to fight, flee, or surrender.

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

HOMEWORK

WRITE: Have students write in their journal and answer the following questions:
- What is life like when you are operating from your pre-frontal cortex?
- What is life like when you are operating from your brain stem? Your limbic system?

READ: Have students read Mom’s Love Good For Child’s Brain (attached). Then, have them:
- Underline significant facts.
- Circle words they don’t understand.
- Create five questions of facts they know the answers to for each article. They will use these questions to quiz their classmates.

READ: Have students read Pain, Social Rejection Have Similar Effect on Brain (attached). Then, have them:
- Underline significant facts.
- Circle words they don’t understand.
- Create five questions of facts they know the answers to for each article. They will use these questions to quiz their classmates.
School-age children whose mothers nurtured them early in life have brains with a larger hippocampus, a key structure important to learning, memory and response to stress. The new research, by child psychiatrists and neuroscientists at Washington University School of Medicine in St. Louis, is the first to show that changes in this critical region of children’s brain anatomy are linked to a mother’s nurturing. Their research is published online in the *Proceedings of the National Academy of Sciences Early Edition*.

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

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

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

"It’s very objective," Luby says. "Whether a parent was considered a nurturer was not based on that parent’s own self-assessment. Rather, it was based on their behavior and the extent to which they nurtured their child under these challenging conditions."

The study didn’t observe parents and children in their homes or repeat stressful exercises, but other studies of child development have used similar methods as valid measurements of whether parents tend to be nurturers when they interact with their children.

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

"For years studies have underscored the importance of an early, nurturing environment for good, healthy outcomes for children," Luby says. "But most of those studies have looked at psychosocial factors or school performance. This study, to my knowledge, is the first that
actually shows an anatomical change in the brain, which really provides validation for the very large body of early childhood development literature that had been highlighting the importance of early parenting and nurturing. Having a hippocampus that’s almost 10 percent larger just provides concrete evidence of nurturing’s powerful effect.”

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

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

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

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

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

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

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

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

"Parents should be taught how to nurture and support their children," Luby says. "Those are very important elements in healthy development."
Funding for this research comes from grants awarded by the National Institute of Mental Health of the National Institutes of Health (NIH).

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

**Journal Reference:**
Pain, Social Rejection Have Similar Effect on Brain
Study Suggests Similarities in Physical Pain and Emotional Pain
Reviewed by Louise Chang, MD
WebMD News Archive

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

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

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

Comparing ‘Painful’ Situations

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

Using functional magnetic resonance imaging (fMRI), researchers analyzed the participants’ brain activity during two “painful” situations.

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

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

"We found that powerfully inducing feelings of social rejection activate regions of the brain that are involved in physical pain sensation, which are rarely activated in neuroimaging studies of emotion," says Kross. "These findings are consistent with the idea that the experience of social rejection, or social loss more generally, may represent a distinct emotional experience that is uniquely associated with physical pain."
Researchers say the results suggest that pain and social rejection may have overlapping sensory mechanisms in the brain. If confirmed by further studies, the findings may offer new insight into how social rejection may lead to various physical pain symptoms and disorders.
### OBJECTIVES

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

### STANDARD CATEGORY

#### READING

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
   a. Summarize what has been read.
   b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   c. Identify the implied main idea and supporting details from an instructional level passage.
   d. Identify cause and effect implied in a paragraph.
   e. Distinguish among fact, opinion, and reasoned judgment in a text.
   f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
   g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

#### SPEAKING AND LISTENING

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
   f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Acknowledges new information expressed by others and, when warranted, modify their own views.
| Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. |
| | | a. Summarize what has been read. |
| | | b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
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THEME: Who Are We When We Talk To Children? - Reading Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Handout (attached to Week 5, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  Mom’s Love Good For Child’s Brain
  http://www.sciencedaily.com/releases/2012/01/120130170147.htm
- Handout (attached to Week 5, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  Pain, Social Rejection Have Similar Effect on Brain
  http://www.webmd.com/sex-relationships/news/20110328/pain-social-rejection-have-similar-effect-on-brain
- Classroom Resource: Two dictionaries.

For Activity #3:
- Handout (attached): Make one copy for each student.
  Developmental Order of Executive Skills

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

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

Journal Check-in - 5 minutes

- Make sure you keep checking students' journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Ask:
  - What was your experience journaling for this class?
  - Is everyone getting more comfortable with the journal writing process?
  - Why or why not?
  - What is life like when you operate from your prefrontal cortex? Your brain stem? Your limbic system?
Vocabulary Check-in - 10 minutes

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

Reading Analysis - 25 minutes

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

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

- Tell students they are now going to create characters out of their limbic system and brain stem voices. This exercise will build on the journal writing they have done in the limbic systems and brain stems and prepare them for doing a role-play with the prefrontal cortex.
- Put students in pairs.
- Ask: According to Becky Bailey in the videos How to Represent Your Brain with Your Hand and Wiring the Brain for Success, what is the question for each of the three primary brain systems? Write the correct answers on the board. The correct answers are:
  - Brain Stem: Am I safe?
  - Limbic System: Am I loved?
  - Prefrontal Cortex: What can I learn?
- Write on the board:
What is one situation that always gets a very strong emotional reaction from you?
How would your limbic system say in this situation? (What is on your CD-Rom from your parents?)
Give your response some attitude!

Tell students you want pairs to practice their emotional reactions to the emotional situation they have chosen.

When pairs present, have:
One partner present the situation the other partner will respond to.
Reverse the partner roles.

Now, repeat this exercise for the brain stem, only change the first question on the board:
What is one situation that always makes you feel your survival is being threatened whether it is or not?

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

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

When the role plays are completed, ask:
How could internal dialogue with your prefrontal cortex be helpful to you?
How could this internal dialogue help you with your college goals?

HOMEWORK

WRITE: Have students answer the following prompt in their journals:
Choose a situation that really pushes your buttons. Write a dialogue between your prefrontal cortex and either the limbic system or brain stem about the button-pushing situation. See if you can find out how the prefrontal cortex wants to solve the problem at hand.

READ: Have students read 7 Steps to Success at Community College (attached). Then, have them:
Underline the potential barriers to succeeding at community college.
Underline the kinds of solutions colleges have come up with.
Identify three steps to success that they are personally confident about taking.
Identify three steps to success that they know they might help with.
Prefrontal Cortex: Executive Skills


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

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

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

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

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

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

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

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

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

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

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

**Emotional Control:** The ability to manage emotions.
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7 Steps to Success at Community College

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

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

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

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

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

Yet most students don't take advantage of the help that's offered. "Students don't do optional" is one of McClenney's "rules of the universe." In some cases, colleges should make participation mandatory, she argues. In others, colleges can integrate "student and academic supports into classroom experiences," such as teaching study skills or use of the library as part of academic courses. "Colleges should provide more structure, fewer options and clearer pathways for students," she concludes.

Brazosport College in Texas requires all first time, in-college students to take Learning Frameworks, a student success course that teaches study skills, goal setting, college writing, conducting research, time management, handling stress, and other skills. Associate Dean of Instruction Lynda Villanueva, who directs transitional education, lists...
seven steps to success for students:

1. **Identify sources:** Know the campus resources that are available to you before you need them.

2. **Start early:** Whether it is assignments, registering, visiting with an adviser, or visiting the tutor center, go early. Research shows that students who start early are more successful than students who don’t.

3. **Take the course:** If given the option of taking a student success course, take it. Not all colleges require them, but they are one of the strongest support services a student can have.

4. **Form contacts with peers:** Again, research demonstrates that being engaged with others is a strong predictor of success.

5. **Visit your professors:** Instructors aren’t scary and they enjoy visiting with students. Faculty are more likely to help students who are struggling when they have formed a relationship with them.

6. **Appreciate feedback:** Remember that feedback, even negative feedback, is an opportunity.

7. **Never quit.**

Joanne Jacobs writes *Community College Spotlight* for *The Hechinger Report*, an independent nonprofit education news site. Jacobs also blogs about K-12 education and is the author of *Our School: The Inspiring Story of Two Teachers, One Big Idea and the Charter School That Beat the Odds.*
### Early Childhood Education Career Bridge I Reading & Writing Lesson Plans

**ABE Standards Covered For**

**Week 5, Lesson 4**

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<thead>
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<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
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<td>WRITING</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<tr>
<td>• Watch video and apply implications to different groups of people.</td>
<td>READING</td>
<td>7. Integrate information from texts, charts, and graphs/different media or formats to:</td>
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<td>a. Draw a conclusion</td>
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<td>b. Develop a coherent understanding of a topic or issue.</td>
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<td>c. Apply information sources to solve occupational and educational tasks.</td>
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<td>d. Compare and contrast different portrayals of the subject.</td>
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<td>e. Evaluate the advantages and disadvantages of using different mediums.</td>
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</table>
| • Writing homework. | **WRITING** | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
THEME: Who Are We When We Talk To Children? - Reading Week

OBJECTIVES

- Review homework reading.
- Journal about fears and solutions about going to college using the three brain systems.
- Watch video and apply implications to different groups of people.

MATERIALS

For Activity #1 and 2
- Handout (attached to Week 5, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
  7 Steps to Success at Community College
  http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college

For Activity #3:
- Video: Power of Love
- Classroom Resource: Flip chart paper and markers.

ACTIVITY #1: Review Homework Reading - 30 minutes

- Tell students that they are going to identify barriers and solutions that concern going to a community college and, then, use the brain science they have learned to create a plan for overcoming whatever fears they may have.
- Put students into pairs to:
  o Make a master list of:
    ▪ The potential barriers they may face at community college, according to the article.
    ▪ The kinds of solutions colleges have come up with.
  o Share the steps to success that they are confident and not confident about and explain why.
  o Come up with a list of their most basic fears about being successful at college.
- Go round robin from pair to pair for them to read to you a different barrier they may face at community colleges. Write these on the board.
- Repeat this round robin for the kinds of solutions colleges have come up with.
- Conduct a discussion about the kinds of steps to success they are confident or not confident about and have students explain their choices. Be sure to notice how students have similar and different kinds of fears.
- Go round robin and have each student state their primary fears about being successful at college. Write students’ fears on the board.
ACTIVITY #2: Journal about Fears and Solutions about Going to College Using the Three Brain Systems - 40 minutes

- Tell students to decide if their fears about college reside primarily in their limbic system or their brain stem.
- Evaluate the primary fears listed on the board by:
  - Reading each one and asking which brain system does this fear belong to and why.
  - Marking each fear with an “L” for limbic system or a “B” for brain stem as you go down the list.
- Tell students to get out their journals. Tell them to pick their greatest fear and write down what the appropriate part of the brain would say concerning their biggest fear. Give them at least seven minutes.
- Repeat this process for how the prefrontal cortex would respond to this fear.
- Ask students to share what they wrote by:
  - Identifying the fear they choose.
  - Identifying the kinds of things their limbic system or brain stem would say about the fear.
  - Identifying the kinds of solutions the prefrontal cortex would recommend.
  - Taking notes on these solutions next to the fear they chose.

ACTIVITY #3: Watch a Video and Apply Implications to Different Groups of People - 40 minutes

- Tell students they are now going to watch a video that summarizes all the brain stem work they have done this week and think through how the ideas in the video would be useful for different groups of people.
- Have students count off by three and put them in three different groups.
- Put the following titles on the board and assign one to each group:
  - You and your interactions with an adult loved one.
  - Parents and their interactions with their children.
  - Preschool teachers and their interactions with children.
- Also write the question: How can the principles presented in this video be applied to the interactions your group is assigned?
- Encourage students to take notes on the video that will help them answer this question.
- Watch the video The Power of Love. Ask if students want to watch the video again.
- Give each group flip chart paper and markers.
- Have students meet to discuss the implications of the principles for their assigned group. They are to:
  - Name the principle that was featured in the video and how would or should that principle affect interactions.
  - Appoint someone to keep a listing of the ideas discussed.
  - Appoint someone to create a poster that highlights the main points.
  - Appoint someone to present the ideas on the poster.
  - Make sure that different people have different jobs.
- Have the groups present their analyses.
- After all the presentations ask:
  - How are the implications for these different groups similar? Different?
  - How could the brain science principles explained in the video impact your life?
Assign the Homework - 10 minutes

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

HOMEWORK

WRITE: Have students complete a full writing assignment in response to the following questions:

- In their own words, summarize the basic three-part brain system that impacts behavior. Tell the real reader that they are going to demonstrate how this three-part system works in them concerning their fears of going to college.
- How does their brain stem or limbic system react to the pressures involved in going to college?
- What kinds of encouragement and advice can their prefrontal cortex offer that will make them more likely to be a success in college?
- How will their knowledge of brain science help them be more success in college?

Students will need to bring a hard copy of this assignment next class.
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<td>- Expand the criteria for good multi-paragraph writing.</td>
<td>READING</td>
<td>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</td>
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<tr>
<td>- Evaluate others' writing assignments according to the criteria.</td>
<td>LANGUAGE, VOCABULARY &amp; USAGE</td>
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<td>- Select top grammar concerns.</td>
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<td>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</td>
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THEME: Using Brain Science to Get You Through College - Writing Week

OBJECTIVES

- Expand the criteria for good multi-paragraph writing.
- Evaluate others’ writing assignments according to the criteria.
- Select top grammar concerns.

MATERIALS

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

For Activity #3:
- Teacher Resource (attached to Week 2, Lesson 2): Make one copy of an activity for the teacher.
  
Activities for Teaching Writing Skills
  
Note: Teachers may choose to use a different grammar text.

ACTIVITY #1: Expand the Criteria for Good Multi-Paragraph Writing - 30 minutes

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on giving them good ideas for improving their essays. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work help them get the information they need to improve their essays for a final they will hand in next week.
- Ask:
  - How did your essay writing go?
  - What went well? What was difficult?
  - How did you overcome your difficulties?
  - Who found new ideas through the process of writing? What were they?
- Write the following questions on the board:
  - What would make a reader interested in reading your essay?
  - What does a reader need at the beginning of the essay to get involved in reading?
  - Why does an audience need your ideas to be in different paragraphs?
    - How do paragraphs help the audience follow what you are trying to say?
  - What is a reader going to get out of reading your essay?
    - How can the final paragraph make sure the audience can take something valuable away from your piece of writing?
- Ask the class each of the questions and take notes on their answers on the board.
ACTIVITY #2: Evaluating the Writing Assignments - 70 minutes

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

ACTIVITY #3: Select Top Grammar Concerns - 20 minutes

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

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

TEACHER PREPARATION #1: Evaluate the student essays handed in using a copy of the Audience Comment Page. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. At this point do NOT make comments or correction on the essays themselves. Be prepared to hand the full packets of the students’ essays, the student Audience Comment Pages, and your Audience Comment Page back during Week 6, Lesson 3.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.
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| • Learn a critical grammar lesson chosen by the teacher. | LANGUAGE, VOCABULARY & USAGE | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
• Various depending on the grammar exercise(s) chosen for the lesson.  
2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
• Various depending on the grammar exercise(s) chosen for the lesson. |
| • Correct the grammar in a student writing assignment using the Editing Game. | WRITING | 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. |
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THEME: Using Brain Science to Get You Through College - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource (attached to Week 2, Lesson 2): Activities for Teaching Writing Skills.

For Activity #2 & 3:
- Handout: Make one copy of each paragraph for each student.
  Two student paragraphs typed up with all the grammatical and spelling mistakes intact

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

Choose and have students complete an activity from Activities for Teaching Writing Skills (attached to Week 2, Lesson 2) or another activity you have chosen that clearly addresses a significant class grammar issue.

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

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of a paragraph of student writing that you have chosen before class with all the grammar and spelling mistakes intact.
- Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
- Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
- Go around to all the teams to ask a different student to come to the board and repeat the process.
- Keep team scores on the board until all the issues in the paragraph have been corrected.
ACTIVITY #3: Editing Game #2 - 40 minutes

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

HOMEWORK

COMPLETE: Choose and assign grammar homework that will address the class’s significant grammar issues.
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|                                                                           |                        | 2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
• Various depending on the grammar exercise(s) chosen for the lesson.     |
| • Create and write up a rewriting plan.                                    | WRITING                | 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices.  
Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. |
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|                                                                           |                        | 2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.  
• Various depending on the grammar exercise(s) chosen for the lesson.     |
| • Writing homework.                                                       | WRITING                | 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices.  
Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. |
THEME: Using Brain Science to Get You Through College - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource (attached to Week 2, Lesson 2): Make one copy of an activity for the teacher. Activities for Teaching Writing Skills
  Note: Teachers may choose to use a different grammar text.

For Activity #2:
- Student Work: Hand back student essays from Week 5, Lesson 4 with Audience Comment Pages from teacher and two students.

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

ACTIVITY #2: Create a Rewriting Plan - 40 minutes

- Hand student essays back with your comments as well as the evaluations from the other two students who read their essay.
- Have students read through all the comments.
- Ask:
  - What is your response to all the feedback?
  - What kinds of rewriting ideas do you have? Write their suggestions on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?
- Have students get into their original evaluation groups to pass around their essays and evaluations to the left as before. Students should read for how the teacher’s comments compare and contrast with classmates’ comments.
- Have students talk through their rewriting plans as a group.
- As a class, ask students to talk through some of their writing plans and strategies. Write some of these approaches and strategies on the board.
- Tell students to write down their rewriting plans in note form.
ACTIVITY #3: Writing with a Partner Audience - 40 minutes

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

HOMEWORK

WRITE: Have students rewrite the writing assignment based on their rewriting plan.

COMPLETE: Choose and assign grammar homework that will address significant grammar issues in the class.
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<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<tr>
<td>• Reading homework.</td>
<td>READING</td>
<td>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Summarize what has been read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
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<tr>
<td></td>
<td></td>
<td>c. Identify the implied main idea and supporting details from an instructional level passage.</td>
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<tr>
<td></td>
<td></td>
<td>d. Identify cause and effect implied in a paragraph.</td>
</tr>
<tr>
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<td></td>
<td>e. Distinguish among fact, opinion, and reasoned judgment in a text.</td>
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<td></td>
<td></td>
<td>f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).</td>
</tr>
</tbody>
</table>
THEME: Using Brain Science to Get You Through College - Writing Week

OBJECTIVES

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

MATERIALS

For Activity #1:
- Teacher Resource: Activities for Teaching Writing Skills (attached to Week 2, Lesson 2).
- Classroom Resource: Two dictionaries

For Homework:
- Handout (attached): Make one copy for each student.
  Abraham Maslow Biography
  http://webspace.ship.edu/cgboer/maslow.html

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

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

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

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

HOMEWORK

WRITE: Have students complete the final draft for the Week 6 writing assignment.

READ: Have students read Abraham Maslow (attached). Tell students to:
- Underline all words that are new to them.
- Highlight those essential explanations that help them understand:
  - Maslow’s life
- His basic theory
- The meaning of self-actualization

**TEACHER PREPARATION:** Create a set of ten index cards with the following questions:

- What are the significant features of Maslow’s life that you picked out?
- What kind of person does he seem to be?
- What are physiological needs? Give examples.
- What are safety and security needs? Give examples.
- What are love and belonging needs? Give examples.
- What are esteem needs? Give examples.
- What does self-actualization mean? Give examples.
- What does it mean to be reality-centered? What does it mean to be problem-centered? What does it mean to put means before the ends?
- What does it mean to be neurotic?
- What are meta-needs and meta-pathologies?
Abraham Harold Maslow was born April 1, 1908 in Brooklyn, New York. He was the first of seven children born to his parents, who themselves were uneducated Jewish immigrants from Russia. His parents, hoping for the best for their children in the new world, pushed him hard for academic success. Not surprisingly, he became very lonely as a boy, and found his refuge in books.

To satisfy his parents, he first studied law at the City College of New York (CCNY). After three semesters, he transferred to Cornell, and then back to CCNY. He married Bertha Goodman, his first cousin, against his parents' wishes. Abe and Bertha went on to have two daughters.

He and Bertha moved to Wisconsin so that he could attend the University of Wisconsin. Here, he became interested in psychology, and his school work began to improve dramatically. He spent time there working with Harry Harlow, who is famous for his experiments with baby rhesus monkeys and attachment behavior.

He received his BA in 1930, his MA in 1931, and his PhD in 1934, all in psychology, all from the University of Wisconsin. A year after graduation, he returned to New York to work with E. L. Thorndike at Columbia, where Maslow became interested in research on human sexuality.

He began teaching full time at Brooklyn College. During this period of his life, he came into contact with the many European intellectuals that were immigrating to the US, and Brooklyn in particular, at that time -- people like Adler, Fromm, Horney, as well as several Gestalt and Freudian psychologists.

Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. While there he met Kurt Goldstein, who had originated the idea of self-actualization in his famous book, *The Organism* (1934). It was also here that he began his crusade for a humanistic psychology -- something ultimately much more important to him than his own theorizing.

He spend his final years in semi-retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health.

**Theory**

One of the many interesting things Maslow noticed while he worked with monkeys early in his career was that some needs take precedence over others. For example, if you are hungry and thirsty, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days! Thirst is a “stronger” need than hunger. Likewise, if you are very, very thirsty, but someone has put a choke hold on you and you can’t breathe, which is more important? The need to breathe, of course. On the other hand, sex is less powerful than any of these. Let’s face it; you won’t die if you don’t get it!
Maslow took this idea and created his now famous hierarchy of needs. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualize the self, in that order.

1. The physiological needs. These include the needs we have for oxygen, water, protein, salt, sugar, calcium, and other minerals and vitamins. They also include the need to maintain a pH balance (getting too acidic or base will kill you) and temperature (98.6 or near to it). Also, there are the needs to be active, to rest, to sleep, to get rid of wastes (CO$_2$, sweat, urine, and feces), to avoid pain, and to have sex. Quite a collection!

Maslow believed, and research supports him, that these are, in fact, individual needs, and that a lack of, say, vitamin C will lead to a very specific hunger for things which have in the past provided that vitamin C -- e.g. orange juice. I guess the cravings that some pregnant women have, and the way in which babies eat the most foul tasting baby food, support the idea anecdotally.

2. The safety and security needs. When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested in finding safe circumstances, stability, protection. You might develop a need for structure, for order, some limits.

Looking at it negatively, you become concerned, not with needs like hunger and thirst, but with your fears and anxieties. In the ordinary American adult, this set of needs manifest themselves in the form of our urges to have a home in a safe neighborhood, a little job security and a nest egg, a good retirement plan and a bit of insurance, and so on.

3. The love and belonging needs. When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. You begin to feel the need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community. Looked at it negatively, you become increasing susceptible to loneliness and social anxieties.

In our day-to-day life, we exhibit these needs in our desires to marry, have a family, be a part of a community, a member of a church, a brother in the fraternity, a part of a gang or a bowling club. It is also a part of what we look for in a career.
4. **The esteem needs.** Next, we begin to look for a little self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom. Note that this is the “higher” form because, unlike the respect of others, once you have self-respect, it’s a lot harder to lose!

The negative version of these needs is low self-esteem and inferiority complexes. Maslow felt that Adler was really onto something when he proposed that these were at the roots of many, if not most, of our psychological problems. In modern countries, most of us have what we need in regard to our physiological and safety needs. We, more often than not, have quite a bit of love and belonging, too. It’s a little respect that often seems so very hard to get!

All of the preceding four levels he calls **deficit needs**, or D-needs. If you don’t have enough of something -- i.e. you have a deficit -- you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. As the old blues song goes, “You don’t miss your water till your well runs dry!”

He also talks about these levels in terms of **homeostasis**. Homeostasis is the principle by which your furnace thermostat operates: When it gets too cold, it switches the heat on; when it gets too hot, it switches the heat off. In the same way, your body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends the homeostatic principle to needs, such as safety, belonging, and esteem that we don’t ordinarily think of in these terms.

Maslow sees all these needs as essentially survival needs. Even love and esteem are needed for the maintenance of health. He says we all have these needs built into us genetically, like instincts. In fact, he calls them **instinctoid** -- instinct-like -- needs.

In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the physiological. Soon, we begin to recognize that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years!

Under stressful conditions, or when survival is threatened, we can “regress” to a lower need level. When your great career falls flat, you might seek out a little attention. When your family
ups and leaves you, it seems that love is again all you ever wanted. When you face chapter eleven after a long and happy life, you suddenly can’t think of anything except money.

These things can occur on a society-wide basis as well. When society suddenly flounders, people start clamoring for a strong leader to take over and make things right.

When the bombs start falling, they look for safety. When the food stops coming into the stores, their needs become even more basic.

Maslow suggested that we can ask people for their “philosophy of the future” -- what would their ideal life or world be like -- and get significant information as to what needs they do or do not have covered.

If you have significant problems along your development -- a period of extreme insecurity or hunger as a child, or the loss of a family member through death or divorce, or significant neglect or abuse -- you may “fixate” on that set of needs for the rest of your life.

This is Maslow’s understanding of neurosis. Perhaps you went through a war as a kid. Now you have everything your heart needs -- yet you still find yourself obsessing over having enough money and keeping the pantry well-stocked. Or perhaps your parents divorced when you were young. Now you have a wonderful spouse -- yet you get insanely jealous or worry constantly that they are going to leave you because you are not “good enough” for them. You get the picture.

Self-actualization

The last level is a bit different. Maslow has used a variety of terms to refer to this level: He has called it growth motivation (in contrast to deficit motivation), being needs (or B-needs, in contrast to D-needs), and self-actualization.

These are needs that do not involve balance or homeostasis. Once engaged, they continue to be felt. In fact, they are likely to become stronger as we “feed” them! They involve the continuous desire to fulfill potentials, to “be all that you can be.” They are a matter of becoming the most complete, the fullest, “you” -- hence the term, self-actualization.

Now, in keeping with his theory up to this point, if you want to be truly self-actualizing, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense. If you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense of self-esteem, you have to be defensive or compensate. When lower needs are unmet, you can’t fully devote yourself to fulfilling your potentials.
It isn’t surprising, then, the world being as difficult as it is, that only a small percentage of the world’s population is truly, predominantly, self-actualizing. Maslow at one point suggested only about two percent!

The question becomes, of course, what exactly does Maslow mean by self-actualization. To answer that, we need to look at the kind of people he called self-actualizers.

Fortunately, he did this for us using a qualitative method called biographical analysis. He began by picking out a group of people, some historical figures, some people he knew, whom he felt clearly met the standard of self-actualization. Included in this august group were Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Alduous Huxley, plus 12 unnamed people who were alive at the time Maslow did his research. He then looked at their biographies, writings, the acts and words of those he knew personally, and so on. From these sources, he developed a list of qualities that seemed characteristic of these people, as opposed to the great mass of us.

These people were reality-centered, which means they could differentiate what is fake and dishonest from what is real and genuine. They were problem-centered, meaning they treated life’s difficulties as problems demanding solutions, not as personal troubles to be railed at or surrendered to. And they had a different perception of means and ends. They felt that the ends don’t necessarily justify the means, that the means could be ends themselves, and that the means -- the journey -- was often more important than the ends.

The self-actualizers also had a different way of relating to others. First, they enjoyed solitude, and were comfortable being alone. And they enjoyed deeper personal relations with a few close friends and family members, rather than more shallow relationships with many people.

They enjoyed autonomy, a relative independence from physical and social needs. And they resisted enculturation; that is, they were not susceptible to social pressure to be "well adjusted" or to "fit in" -- they were, in fact, nonconformists in the best sense.

They had an unhostile sense of humor -- preferring to joke at their own expense, or at the human condition, and never directing their humor at others. They had a quality he called acceptance of self and others, by which he meant that these people would be more likely to take you as you are than try to change you into what they thought you should be. This same acceptance applied to their attitudes towards themselves. If some quality of theirs wasn’t harmful, they let it be, even enjoying it as a personal quirk. On the other hand, they were often strongly motivated to change negative qualities in themselves that could be changed. Along with this comes spontaneity and simplicity. They preferred being themselves rather than being pretentious or artificial. In fact, for all their nonconformity, he found that they tended to be conventional on the surface, just where less self-actualizing nonconformists tend to be the most dramatic.

Further, they had a sense of humility and respect towards others -- something Maslow also called democratic values -- meaning that they were open to ethnic and individual variety, even treasuring it. They had a quality Maslow called human kinship or Gemeinschaftsgefühl -- social interest, compassion, humanity. And this was accompanied by strong ethics, which were spiritual but seldom conventionally religious in nature.

And these people had a certain freshness of appreciation, an ability to see things, even ordinary things, with wonder. Along with this comes their ability to be creative, inventive, and original. And, finally, these people tended to have more peak experiences than the average person. A
peak experience is one that takes you out of yourself, that makes you feel very tiny, or very large, to some extent one with life or nature or God. It gives you a feeling of being a part of the infinite and the eternal. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out. They are also called mystical experiences, and are an important part of many religious and philosophical traditions.

Maslow doesn’t think that self-actualizers are perfect, of course. There were several flaws or imperfections he discovered along the way as well. First, they often suffered considerable anxiety and guilt -- but realistic anxiety and guilt, rather than misplaced or neurotic versions. Some of them were absentminded and overly kind. And finally, some of them had unexpected moments of ruthlessness, surgical coldness, and loss of humor.

**Metaneeds and metapathologies**

Another way in which Maslow approached the problem of what self-actualization is was to talk about the special, driving needs (B-needs, of course) of the self-actualizers. They need the following in their lives in order to be happy:

- **Truth**, rather than dishonesty.
- **Goodness**, rather than evil.
- **Beauty**, not ugliness or vulgarity.
- **Unity, wholeness, and transcendence of opposites**, not arbitrariness or forced choices.
- **Aliveness**, not deafness or the mechanization of life.
- **Uniqueness**, not bland uniformity.
- **Perfection and necessity**, not sloppiness, inconsistency, or accident.
- **Completion**, rather than incompleteness.
- **Justice and order**, not injustice and lawlessness.
- **Simplicity**, not unnecessary complexity.
- **Richness**, not environmental impoverishment.
- **Effortlessness**, not strain.
- **Playfulness**, not grim, humorless, drudgery.
- **Self-sufficiency**, not dependency.
- **Meaningfulness**, rather than senselessness.

At first glance, you might think that everyone obviously needs these. But think; if you are living through an economic depression or a war, or are living in a ghetto or in rural poverty, do you worry about these issues, or do you worry about getting enough to eat and a roof over your head? In fact, Maslow believes that much of the what is wrong with the world comes down to the fact that very few people really are interested in these values -- not because they are bad people, but because they haven’t even had their basic needs taken care of!

When a self-actualizer doesn’t get these needs fulfilled, they respond with metapathologies -- a list of problems as long as the list of metaneeds! Let me summarize it by saying that, when forced to live without these values, the self-actualizer develops depression, despair, disgust, alienation, and a degree of cynicism.

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<table>
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<tr>
<th>OBJECTIVES</th>
<th>STANDARD CATEGORY</th>
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</table>
| • Analyze the Maslow Reading. | **READING** | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.  
    a. Summarize what has been read.  
    b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
    c. Identify the implied main idea and supporting details from an instructional level passage.  
    d. Identify cause and effect implied in a paragraph.  
    e. Distinguish among fact, opinion, and reasoned judgment in a text.  
    f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.  
    g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).  
  2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.  
  3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  
    a. Identify the implied main idea and supporting details from an instructional level passage.  
    b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.  
  5. Determine an author’s point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints. |
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<th><strong>SPEAKING AND LISTENING</strong></th>
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<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<td>d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
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<td>e. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>e. Distinguish among fact, opinion, and reasoned judgment in a text.</td>
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<td>f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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<td>g. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
<td>g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).</td>
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2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
THEME: Maslow’s Theory, Brain Science, and the Final Project

Class to be held in the Technology Lab

OBJECTIVES

- Analyze the Maslow Reading.
- Apply brain science to Maslow’s Theory.

MATERIALS

**Activity #1:**
- Classroom Resource: Index cards with bolded questions from Week 7, Lesson 1, Activity #1 written on them.
- Classroom Resource: Flip chart paper and markers.
- Classroom Resource: One or two dictionaries.
- Handout (attached): Make one copy for each student.
- Handout (attached to Week 6, Lesson 4): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

ACTIVITY #1: Analyze the Maslow Reading - 80 minutes

- Have students take out their homework reading on Maslow.
- Put students in pairs and have them pick a random question from your deck of index cards.
  - Pairs should prepare to answer their index card question.
- Ask the questions below, calling on pairs to answer the questions that are on their index card as the question comes up. The questions that students are to answer are bolded.
  - After each pair answers a question, ask the class to add further information or ideas if they have any.
- Review the section on Maslow’s life. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
  - What are the significant features of Maslow’s life that you picked out?
  - What kind of person does he seem to be?
  - What words did you circle? Put them on the board.
  - What words could you figure out from the context?
  - What words do you still not know?
- Have students look those words up and read the definitions. Put these definitions on the board.
- Make sure students fill out their vocabulary lists in their notebooks with the words and the definitions for study later.
• Review the section on Maslow’s theory. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
• Ask:
  o What are physiological needs? Give examples.
  o What are safety and security needs? Give examples.
  o What are love and belonging needs? Give examples.
  o What are esteem needs? Give examples.
  o How does the theory work when you are a child? When you are an adult?
  o Why are the needs placed in a pyramid shape?
    ▪ Pass out Maslow’s Pyramid (attached).
  o Repeat the questions above about vocabulary for this section of the article.
• Review the section on self-actualization. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
• Ask:
  o What does self-actualization mean? Give examples.
  o What does it mean to be reality-centered? What does it mean to be problem-centered?
  o What does it mean to put means before the ends?
  o What does it mean to be neurotic?
• Have students list other descriptors and put them on the board.
• Ask:
  o What are meta-needs and meta-pathologies?
    o What does the list of meta-needs tell us about those who are self-actualized? What are these kinds of people like? Do you know any?
• Repeat the questions above about vocabulary for this section of the article and have students add new words to the vocabulary list in their notebooks.

ACTIVITY #2: Apply Brain Science to Maslow’s Theory - 40 minutes

• Project Maslow’s Pyramid overhead.
• Tell students you want them to apply the brain science they have learned from Maslow’s Theory.
• Ask:
  o Can someone remind the class of the Brain Science we have learned by explaining how you can use your hand to represent the brain?
  o Can someone remind the class about the relationships between the three different brain systems?
• Write the following questions on the board:
  o What do you think is the relationship between Maslow’s Theory and the three brain systems?
  o What do you think is the relationship between a person’s life situation and his ability to access the prefrontal cortex?
• Engage students in a full conversation on this complex topic by:
  o Asking each of the questions and having the different pairs report on their answers.
  o Pointing out when students are applying their knowledge in different ways. Ask questions to have them explain their reasons making sure that you indicate there are no right answers here.
• Tell pairs to come up with a general statement that summarizes their ideas about how the three brain systems are related to Maslow’s theory.
• Have pairs read their statements while you write them on the board. Work on the statements to make sure they are clear.
• Talk about the similarities and differences in the statements and sharpen the statements as needed.
• For homework, have each student to choose the statement that best fits their interpretation (or make their own) to use as the prompt for the journal writing homework assignment.
**HOMEWORK**

**WRITE:** Have students write in their journals their answers to the following questions:
- What do they think is the relationship between the three brain systems they have studied and Maslow’s theory?
- Where would they put themselves on Maslow’s pyramid?
- What do they still need to work on before they become self-actualized?
Maslow's Pyramid

- **Physiological**: breathing, food, water, sex, sleep, homeostasis, excretion
- **Safety**: security of: body, employment, resources, morality, the family, health, property
- **Love/belonging**: friendship, family, sexual intimacy
- **Esteem**: self-esteem, confidence, achievement, respect of others, respect by others
- **Self-actualization**: morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Source: [http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s_Hierarchy_of_Needs.svg](http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s_Hierarchy_of_Needs.svg)
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THEME: Maslow’s Theory, Brain Science, and the Final Project

Class to be held in the Technology Lab

OBJECTIVES

- Present the final PowerPoint project.
- Create criteria for good presentations.
- Demonstrate the use of PowerPoint.

MATERIALS

For Activity #1:
- Handout (attached): Make one copy for each student.
  The PowerPoint Assignment: Your Early Childhood Education Career Plan

For Activity #2:
- Video: Bad Presentation
  https://www.youtube.com/watch?v=W0dT49IG4t4 (running time: 4:03)

For Activity #3:
- Equipment to demonstrate how to create a PowerPoint presentation.

ACTIVITY #1: Present the Final PowerPoint Project - 40 minutes

- Tell the students they are going to do a PowerPoint presentation on their career path for their final project and will use all their writings from the course to put this together. Explain that the presentation should answer the following questions, with at least one slide per question. However, the questions themselves should not be included on the slides.
- Pass out The PowerPoint Assignment.
- Read the introduction on the handout.
- Go round robin with each student reading each question aloud.
- Answer any students’ questions about the project.
- Tell students to consider:
  - Who are all the potential audiences for this PowerPoint? Other students? Family? Employers? Others?
  - Why would these audiences be interested in your career path presentation?
- After students understand the assignment, discuss who they want to invite to these presentations, if appropriate.
ACTIVITY #2: Create Criteria for Good Presentations - 40 minutes

- Tell students that in addition to creating and presenting their own PowerPoint, they are going to provide feedback on students’ presentations. It is very important that this feedback really be useful to student-presenters.
- Tell students to think of a presentation they have seen that they thought was awesome.
- Ask: What made the presentation so good? Write students answers on the board.
- To get new ideas for what makes a good presentation, tell student they will watch a video of a bad presentation. They are to take notes on why the presentation is so bad.
- Show the Bad Presentation video.
- After the video, ask:
  - Why was this presentation so bad? Write the reasons on the board.
  - How would you state these bad presentation techniques in the positive: A good presentation would be sure to _______?
  - Create a listing of criteria for what makes a presentation good.
- Review the list and ask students to add anything else that would help the class understand how to prepare for giving their presentation.

TEACHER NOTE: Type up the criteria for a good presentation created in Activity #2 in the form of a handout. These criteria will be provided to students as a handout in Week 8.

ACTIVITY #3: Demonstrate the use of PowerPoint - 40 minutes

- Demonstrate how to put a PowerPoint together. Show students how to choose slide types, fill them in, etc.
- Start with question one: What is your presentation about?
- To type in the text for a presentation, ask:
  - What are some ways to translate the primary questions into titles? What are some suggestions? Fill in a suggestion for a title slide.
  - When you are giving details on primary question slides, do you have to write whole sentences? Make sure students understand that a PowerPoint contains clear notes that they can talk about, but not all the text they would put in a written paper.
  - How would you fill in your learning styles? What kinds of skills should you write down?
- Continue the question/answer process to put together answers for the second question (What are you going to do in your presentation?) and the supporting slides.

HOMEWORK

WRITE: Have students outline questions 1 – 4 for their PowerPoint presentation. This outline should determine what will go on each slide to answer these questions.

1. What is your presentation about?
2. What are you going to do in your presentation?
3. Why is early childhood education an important field to go into?
4. What skills and experiences make you a good fit for this field?

Ask students to email their outlines to you before the next class, if possible. This will help you give feedback to their developing work.
THE POWERPOINT ASSIGNMENT:
YOUR EARLY CHILDHOOD EDUCATION CAREER PLAN

The PowerPoint presentation on your career path for the final project will utilize your writings from the course. The presentation should answer these questions. Each answer should be on a separate slide, but these questions should not be included in the presentation.

1. What is your presentation about?
2. What are you going to do in your presentation?
3. Why is early childhood education an important field to go into?
4. What skills and experiences make you a good fit for this field?
5. What are the Career Pathways available at City Colleges in early childhood education?
6. Which pathway have you selected? Why?
7. What have been your attitudes toward school and college in the past?
8. How would you summarize the brain science you have learned in this course so far?
9. How could your brain stem or limbic system hold your college career back?
10. How could your prefrontal cortex help you find success?
11. Where would you place your current life situation on Maslow's Pyramid? What is your plan for moving up the stages on this Pyramid?
12. What are your strategies for balancing school, family, and work that will result in your being successful in college?

Additional Presentation Requirements:

- Include at least three visuals as part of the presentation.
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THEME: Maslow’s Theory, Brain Science, and the Final Project

OBJECTIVES

- Review answers to questions 1 – 4 from The PowerPoint Assignment.
- Complete the PowerPoint for questions 1 – 4 from The PowerPoint Assignment.
- Begin the PowerPoint presentation for questions 5 – 8 from The PowerPoint Assignment.

MATERIALS

For Activity #1:
- Student Work: Students should bring their outlines of the answers to questions 1 – 4 from The PowerPoint Assignment (attached to Week 7, Lesson 2). Teachers may wish to bring hard copies of outlines that have been emailed prior to class.

ACTIVITY #1: Review answers to Questions 1 – 4 from The PowerPoint Assignment - 20 minutes

- Have students get into pairs to review the four questions they outlined and ask each other for clarification and more information, as necessary.

ACTIVITY #2: Build Out the PowerPoint - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
- Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.

ACTIVITY #3: Compile Outline for Next Four Questions - 40 minutes

- Have students who have completed the first four questions begin their outlines for the next four questions.

HOMEWORK

WRITE: Have students finish their outlines for questions 5 – 8 from The PowerPoint Assignment:

5. What are the Career Pathways available at City Colleges in early childhood education?
6. Which pathway have you selected? Why?
7. What have been your attitudes toward school and college in the past?
8. How would you summarize the brain science you have learned in this course so far?

Email this assignment to the teacher before the next class, if possible.
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<td>• Compile an outline for the last four questions from The PowerPoint Assignment.</td>
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THEME: Maslow’s Theory, Brain Science, and the Final Project

OBJECTIVES

- Review answers to questions 5 – 8 from The PowerPoint Assignment.
- Complete the PowerPoint presentation for 5 – 8 from The PowerPoint Assignment.
- Compile an outline for the last four questions from The PowerPoint Assignment.

MATERIALS

For Activity #1:
- Student Work: Students should bring their outlines of the answers to questions 5 – 8 from The PowerPoint Assignment (attached to Week 7, Lesson 2). Teachers may wish to bring hard copies of outlines that have been emailed prior to class.

ACTIVITY #1: Review Answers to Questions 5 – 8 from The PowerPoint Assignment - 20 minutes

- Have students get into pairs to review the four questions they outlined and ask each other for clarification and more information, as necessary.

ACTIVITY #2: Continue the PowerPoint Presentation - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint together.
- Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.

ACTIVITY #3: Compile Outline for Last Four Questions from The PowerPoint Assignment - 40 minutes

- Have students who have completed questions 5 - 8 begin their outlines for the last four questions.

HOMEWORK

WRITE: Have students finish their outlines for questions 9 – 12 from The PowerPoint Assignment:

9. How could your brain stem or limbic system hold your college career back?
10. How could your prefrontal cortex help you find success?
11. Where would you place your current life situation on Maslow’s Pyramid? What is your plan for moving up the stages on this Pyramid?
12. What are your strategies for balancing school, family, and work that will result in your being successful in college?

Email this assignment to the teacher before the next class, if possible.
**TEACHER NOTE:** You will need to gage the amount of time students will need to complete their projects. If they need another day on Day 1 of Week 8 to complete their PowerPoint presentations and practice before they give their presentations on Day 2 and 3, that is fine. Should students need even more time, the celebration recommended for Day 4 can be made shorter to ensure there is enough time for presentations. Work with your students to come up with a schedule that will help students be really ready for their presentations.
Early Childhood Education Career Bridge | Reading & Writing Lesson Plans  
**ABE Standards Covered For**  
**Week 8, Lessons 1-3**

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| - Formally present PowerPoint presentations. | SPEAKING AND LISTENING | 8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.  
9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  
10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion. |
| - Evaluate presentations according to the criteria for a good presentation. | SPEAKING AND LISTENING | 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  
a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  
b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  
4. Demonstrate active listening skills.  
a. Interpret verbal and non-verbal cues and behaviors to enhance communication.  
5. Comprehend key elements of oral information for:  
a. Cause and effect  
b. Compare and contrast  
c. conclusions  
d. context  
e. purpose  
f. charts, tables, graphs  
g. evaluation/critiques |
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<td>persuasive text</td>
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<tr>
<td>j.</td>
<td>sequence</td>
</tr>
<tr>
<td>k.</td>
<td>summaries</td>
</tr>
<tr>
<td>l.</td>
<td>technical subject matter</td>
</tr>
</tbody>
</table>

**6. Identify and evaluate oral information for:**
- a. accuracy
- b. adequacy/sufficiency
- c. appropriateness/clarity
- d. identify and evaluate oral information for conclusions/solutions
- e. fact/opinion
- f. assumptions
- g. propaganda
- h. relevancy
- i. validity
- j. relationship of ideas
THEME: Giving Your PowerPoint Presentation

OBJECTIVES

• Formally present PowerPoint presentations.
• Evaluate presentations according to the criteria for a good presentation.

MATERIALS

For Activity #1 and #2:
• Classroom Resource: Equipment needed for PowerPoint presentations.
• Handout (created by the class in Week 7, Lesson 2): Make one copy for each student.
  *Criteria for a Good PowerPoint Presentation*

ACTIVITIES #1 and #2: PowerPoint Presentations - 120 minutes

• Distribute a printed version of the student criteria for presentations from Week 7, Lesson 2.
• Have listeners fill out the criteria after they have listened to each presentation.
• After each presentation, conduct a discussion by asking:
  o What questions do you have for the presenter about his/her career?
  o What really worked in the presentation?
  o What needs further clarification?
THEME: Celebration

OBJECTIVES

- Celebrate student achievements!

MATERIALS

- Party supplies.
- Certificates for students.

ACTIVITY #1: Celebration Prompts

- Go around the room to ask students what they have learned. Cheer for students after they speak.
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.