I Can Explain!



**Lesson Plan Title:**

Vocabulary

**Subject Area:**

**Recommended course(s):**

All areas

**Aligned to NASAFACS Standards:**

4.2 Analyze developmentally appropriate practices to plan for early childhood, education and services

 4.2.2 Apply a variety of assessment methods to observe and interpret children’s growth and development.

 4.2.4 Analyze abilities and needs of children and their effects on children’s growth and development

**Objectives:**

Students will be able to have a working knowledge of key vocabulary terminology (the terms I have used are: *Gross* *Motor Skills, Fine Motor Skills, Cognitive Skills, Receptive Language Skills, Expressive Language Skills and Social-Emotional Skills*)

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| --- | --- |
| **Materials needed:**Large sheets of paper (One sheet for each vocabulary term)Tape | **Resources:**None |

**Lesson Summary/Outline:**

 Post large sheets of paper around the classroom.

On the top of each piece of paper write one vocabulary term. For example, one sheet would have ***Gross Motor*** at the top; the next sheet would have ***Fine Motor*** at the top, etc.

 I then divide the class into groups of 3 to 5.

Each group goes to a piece of paper.

They will rotate every three to five minutes until they have been through all of the papers/words

**Motivator/Opening:**

Good Morning /Afternoon! We have several terms in Early Care that you have to have to have a working knowledge. You have to know them for observations, writing lesson plans and doing assessments. These words are: Motor Skills, Fine Motor Skills, Cognitive Skills, Receptive Language Skills, Expressive Language Skills and Social-Emotional Skills)

|  |  |
| --- | --- |
| **Activities:**They will rotate through all of the papers/words using the following direction:*First rotation:*Draw a picture of what the word looks like.*Second rotation:*Draw a picture of the word sound like.*Third rotation:*Define the term*Fourth rotation:*Discuss completed poster…any additions?...any corrections? | **Assignments:***Fourth rotation:*Discuss completed poster…any additions/omissions?...any corrections? |

**Evaluation:**

On the following day students journal/bell ringer will be to define each of the terms

**Notes:**

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I have used this many times. The Students love it and they have the best discussions!