

## LANGUAGE AND LITERACY ACTIVITY

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### DESCRIPTION OF EVENT:

Individual participant will plan, prepare, and present a developmentally appropriate language and literacy activity that includes developing and preparing visuals to creatively present a story and develop an extension activity that both incorporates the Early Learning Content Standards and supports and integrates the following Early Childhood Education and Care Content Standards Career Specialization Framework Competencies:

#### **CDA: (Child Development Associate)**

- *Provide equipment, activities, and opportunities to promote physical development appropriate to developmental stages in accordance with The Ohio Department of Education (ODE) and National Association for the Education of Young Children (NAEYC) Standards.*
- *Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to developmental stages and learning styles in accordance with NAEYC standards.*
- *Communicate with children and provide opportunities to acquire and use verbal and non-verbal communications according to NAEYC standards.*
- *Provide opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas individual ways and to express their creative abilities in accordance with NAEYC standards.*
- *Identify strategies to help each child be accepted in a group, learn to communicate, and develop feelings of empathy and mutual respect in accordance with NAEYC standards.*
- *Provide supportive environment for children to learn and practice appropriate and acceptable behaviors as individuals or in groups in accordance with NAEYC standards.*
- *Establish an environment for preschool children that encourages developmentally appropriate play, exploration, and learning.*

#### **NSFCS: (National Standards for Family and Consumer Sciences)**

- *Analyze developmentally appropriate practices for Early Childhood Education and services.*
- *Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.*
- *Demonstrate techniques for positive, collaborative relationships with children.*
- *Demonstrate professional practices and standards related to working with children.*

#### **OCAP: (Ohio Competency Analysis Profile)**

**OCAP 6.1** *Promote developmentally appropriate social and emotional development*

**OCAP 6.4** *Provide a supportive environment for children to learn and practice appropriate and acceptable behaviors in a group.*

#### **ITACS (Integrated Technical Academic Competency) FasTrack Teaching Profession:**

- *Understanding the learner*
- *Describe the learning process*
- *Demonstrate teaching skills that promote learning*
- *Demonstrate effective communication skills in teaching*
- *Explain the rationale for instructional planning*

#### **NAEYC: (National Association for the Education of Young Children)**

- *Promoting child development learning*
- *Teaching and Learning*

### ELIGIBILITY:

1. Participant is an affiliated member of state and national FCCLA organizations.
2. Participant is enrolled in an Early Childhood Education and Care Program

### PURPOSES:

1. To understand and utilize the Early Learning Content Standards developed by the Ohio Department of Education.
2. To plan and prepare a lesson plan that includes presenting a story and extension activity to preschoolers that supports one or more of the following Early Learning Content Standards Areas: English Language Arts, Mathematics, Science, or Social Studies and are developmentally appropriate for children ages 3-5.
3. To understand and explain how the collection of materials support the indicators identified in the Early Learning Content Standards for both English Language Arts for the story and for the other selected content area of the extension activity.

### RESOURCES:

Herr, Judy (2004). Working with Young Children. Tinley Park, IL: Goodheart-Wilcox, Inc. Ohio Department of Education (2004). Early Learning Content Standards. [www.ode.state.oh.us](http://www.ode.state.oh.us) Graphic Organizer for Early Learning Content Standard Terminology can be downloaded [www.ode.state.oh.us/ctae/student/fccla](http://www.ode.state.oh.us/ctae/student/fccla).

## RULES:

1. This is an individual event.
2. All activities will reflect practices identified in the Early Learning Content Standards (web site: [www.ode.state.oh.us](http://www.ode.state.oh.us)) and will be developmentally appropriate for preschool children.
3. Student will use a story source (an original or published story) and prepare visuals to creatively present the story.
4. The selected story must support an English Language Arts Content Standard indicator.
5. Visuals must be developed and/or chosen by the participant. Visuals may be a combination of student-originated and/or commercially-prepared props.
6. The Extension Activity must support an indicator from the Early Learning Content Standards (Math, Science, Social Studies, or English Language Arts).
7. The lesson plan and cover page must be typed according to the format listed in the procedures and placed in a folder. (1 cover page, and 2-4 content pages including graphics and photographs) The margins and table borders may be manipulated for best fit.
8. Participant will present three typed copies of the Language and Literacy lesson plan to the evaluators in a binder or other folder.
9. Participants will tell the story to the evaluators by manipulating the prepared visuals.
10. Participants will provide the materials for the extension activity and present and explain the activity to the judges.
11. Participants may have assistance carrying materials into the room. However, only the participant may set up the materials.
12. Set up and presentation of the story and extension activity must be completed within 20 minutes. The presentation will be stopped at 20 minutes. 10 minutes will be reserved for question, scoring, and clean-up.
13. Reading a prepared speech is discouraged and will result in the loss of presentation points. The participant may use lesson plans for reference during explanation of developmentally appropriate practices.
14. Participant must be in professional dress. (refer to procedures for appropriate choices)
15. Participants will be responsible for taking all visuals and materials with them when leaving.
16. This activity will be closed to observers.

### TIMING FOR EVENT

Set up and presentation	20 minutes
Questioning, Scoring and Clean up	10 minutes
<b>TOTAL TIME FOR EVENT</b>	<b>30 minutes</b>

### SUPPLIES AND EQUIPMENT

<i>Supplied by participant</i>	<i>Supplied by RallySite</i>
1. Three copies of Lesson Plan	1. Tables and Chairs
2. Visuals for Story	2. ODE Learning Content Standards
3. Materials for Extension Activity	

## PROCEDURES:

### 1. Prior to the presentation of the skill event the participant will:

- A. Select one indicator from the Early Learning Area: English Language Arts.
- B. Choose an original or published story to support the chosen indicator.
- C. Begin preparing the Language and Literacy Lesson plans by downloading plan from Ohio FCCLA website. ([www.ohiofccla.com](http://www.ohiofccla.com) or [www.ode.state.oh.us/ctae/student/fccla](http://www.ode.state.oh.us/ctae/student/fccla)) Lesson plans must be 3-5 pages in length including graphics and photographs and be professional in appearance.
- D. Indicate the story source on the lesson plan containing complete bibliographic information as cited according to The Publication Manual of American Psychological Association (4<sup>th</sup> ed):

*If you are using a published text; use the following format:*

Last name of Author, First initial of Author's first name (date). Title. City of Publisher, State of Publisher: Publisher's name.

#### **Example:**

Hamanaka,S. (1994). All the Colors of the Earth. New York, NY: William Morrow and Company.

*If you are using an original story, use the following format:*

Last name of author, First initial of Author's first name (date). Title. Identification of activity that story was created for.

**Example:**

Student, I. (2006). My Original Story Title. Created for FCCLA Language and Literacy Skill Event at local high school name, City, State.

E. Complete the story lesson plan components.

**Lesson plan components defined below:** Further definitions for components 2-7 can be found in the following textbook: Herr, Judy (2004). Working with Young Children.

1. Choose ODE Content Area English Language Arts Standard, organizer, and indicator for story.
2. **Objective:** Statements that contain the expected outcome of the activity. Objectives must be a **two-part objective**. They must contain the **condition for performance** (material, equipment, person or time the children will use); **the behavior** (visible activity done by the child). Example: "While listening to the story. The Very Hungry Caterpillar, the children will count the number of apples the caterpillar ate." **Two objectives must be included.**
3. **Materials:** Includes everything that is needed to carry out the lesson plan.
4. **Motivation/Opening:** A device that gains the children's attention (e.g. use of real objects, song, etc.)
5. **Procedure:** Step-by-step directions to implement the lesson plan.
6. **Closure:** Describes how the activity will end (e.g. asking questions, etc.)
7. **Transition:** Explains the movement from one activity to another.

F. Develop a cover page and place in binder or folder.

**Cover Page Components:**

1. Skill Event Title: Language and Literacy
2. Title of Story
3. Name of Participant
4. Name of School

G. Complete the Extension Lesson Plan by selecting on standard, one organizer, and one indicator from an Early Learning Content Area (English Language Art, Mathematics, Science, or Social Studies) and develop an extension activity to support the chosen indicator.

**Extension Activity Components:**

1. Choose an activity that is related to the chosen story and extends the children's learning in one of the four Early Learning Content Areas. (English Language Arts, Mathematics, Science, or Social Studies.) See (E) for Lesson Plan component descriptions.
2. The Extension Activity can be developed in any of the following Curriculum Interest Areas: *Art, Language, Science, Social Studies, Food/Nutrition, Small Muscle, Large Muscle, Blocks, Drama, Sensory, Math, Movement, or Music.*
3. List all materials needed to carry out the extension activity.
4. List procedures to carry out extension activity.

H. Prepare the visuals to present the story (A combination of commercially prepared or student-generated).

I. Prepare the materials to complete the extension activity.

J. Wear professional dress for presentation. (Props or clothing to enhance the story may be used) Acceptable choices include:

1. Suits, slacks, dress, and skirts at the knee or below.
2. No Jeans
3. Button down shirts, sweaters, blouses, or blazers.
4. Clothing must cover midriff at all times.
5. Modest jewelry. Visible piercing limited to ears.
6. Modest make-up and hair.

2. **During the activity presentation to the evaluators, the participant will:**
  - A. Greet evaluators and present them with three copies of the lesson plan folder.
  - B. Set up materials for story presentation and extension activity while evaluators review lesson plan.
  - C. Introduce self and school
  - D. Identify story name.
  - E. Present the story lesson plan to evaluators by involving them in the same way you would involve children. Story lesson plan demonstration must include motivation/opening, presentation of the activity and using the closing and transition.
  - F. Present the Extension Activity to evaluators. Identify the Title of the Extension Activity. Explain or demonstrate the extension activity following procedures listed on plan. Involving the evaluators in the extension activity presentation is at the participant's discretion.
  - G. Using lesson plan as a reference, if needed, explain how the activities are integrated with the chosen Early Learning Content Standard indicators and are developmentally appropriate in terms of:
    - Developmental Domains (participant explains how activities address at least three of developmental domains (physical, intellectual, emotional and social)
    - Developmentally Appropriate (participant explains how activities address preschool children's attention span, level of difficulty and creativity needs)
    - Developmentally Needs of Children (participant explains at least one way the story or extension activity could be adapted to meet the differing needs of children)
  - H. Answer the evaluator's questions completely and concisely at the end of the activity.
  - I. Clean up.