**Early Childhood Education 2023-2024 Schoolyear**

**Contest Overview**

An early childhood educator must be able to create developmentally appropriate (DAP) learning activities and experiences and effectively communicate with children. This competition consists of two components:

Creation and implementation of a lesson plan

Book reading

**Materials to be supplied be contestant**

TSW select a DAP, themed children’s literature book and design an extension activity to present to children after the book is read. Choose one THEME: Math, Science, or Language Arts. Students may use their CTC’s library or their own collection of children’s books to choose from. They may use their CTC’s resources (or their own) for lesson planning.

**Contest Description**

Due to COVID-19 and social distancing, this contest will use a **prerecorded format**.

Contestants will need to complete the planning portion of the contest during their allotted program time at their CTC.

For the presentation portion, the student may record themselves teaching children so long as they follow provisions. If a student is working at a center and their director allows, they may use their own students. If they have access to younger siblings or other family members that are within 3-5 years, they may use them as well. If this is not possible, they may teach peers during their program time***. All confidentiality and photo/video release guidelines will need to be followed.***

**Part 1: Book selection**

TSW need to select a book that is developmentally appropriate for preschool aged children and relevant to this year’s Math, Science, or Language Arts theme.

**Part 2: Lesson planning (*this part of the contest must take place in the contestants CTC program area within their allotted program time)***

TSW design an extension activity and lesson plan correlated to their chosen book. The student may choose from the following early learning areas:

*Language and Early Literacy*

*Mathematical Thinking and Expression*

*Scientific Thinking and Technology*

The lesson will need to include a gross motor transition from the book reading to the learning activity as part of its introduction.

Lesson plan format attached.

**Part 3: Presentation**

The student will need to record themselves reading the book and engaging the children, transitioning them to the learning activity and teaching the lesson from start to finish (including conclusion).

***Timing of the presentation:***

***Book reading (no longer than 10 minutes)***

***Gross motor transition (2-5 minutes)***

***Learning experience (5-7 minutes)***

Lesson Plan Template

Use this format when typing your lesson plan. Once complete, submit lesson plan and pre-recorded video through Google Drive Folder by 11:59 pm on January 12, 2024.

Contestant Number: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

Early Learning Area:

 Goal/Objective:

Material/Supplies needed to complete the activity:

Introduction/Book Reading Procedures: (How will you introduce the lesson? How will you engage students throughout the reading?)

Gross Motor Activity Procedures:

Educational/Learning Extension Activity Procedures:

Assessment: (How will you assess student learning?

Early Childhood Education Rubric

Contestant Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Lesson Plan Evaluation:** | **Possible Points** | **Points Obtained** |
| Correct spelling and grammar | 5 |  |
| Age Appropriate Goals and Materials | 5 |  |
| Into/Book Reading Procedures | 10 |  |
| Gross Motor Activity Procedures | 10 |  |
| Learning Activity Procedures | 10 |  |
|  |  |  |
| **Presentation:** |  |  |
| Volume and pace | 10 |  |
| Timing (Book <10, Gross Motor 2-5, Extension Activity 7-10) | 10 |  |
| Language Usage | 10 |  |
| Engagement  and Communication with Students  | 10 |  |
| Opportunities for Student Engagement | 10 |  |
| Assessing Student Learning | 10 |  |
| **Total** | 100 |  |