

## TEACH & TRAIN CAREER PATHWAY – EARLY CHILDHOOD EDUCATION

Volume 36 /  
Middle School

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### National FCS Standards for Education and Early Childhood

- 4.1** Analyze career paths within early childhood, education, and related services.
  - 4.1.1** Explain the roles and functions of individuals engaged in early childhood, education, and services.
  - 4.1.2** Analyze opportunities for employment and entrepreneurial endeavors
  - 4.1.3** Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 4.2** Analyze developmentally appropriate practices to plan for early childhood, education, and services.
  - 4.2.1** Analyze child development theories and their implications for educational and childcare practices.
  - 4.2.4** Analyze abilities and needs of children and their effects on children's growth and development.
  - 4.2.5** Analyze strategies that promote children's growth and development.

### National FCS Standards for Parenting

- 15.2** Evaluate parenting practices that maximize human growth and development.
  - 15.2.1** Choose nurturing practices that support human growth and development.
  - 15.2.2** Apply communication strategies that promote positive self-esteem in family members.
  - 15.2.3** Assess common practices and emerging research about discipline on human growth and development

### Objectives:

Students will...

- Describe teacher qualities of a favorite elementary teacher
- Discuss with classmates qualities that make a teacher effective from a student's point of view
- Draw caricatures illustrating the qualities of an effective teacher
- Write a thank you card to a teacher who made a difference in the student's life and send/deliver the thank you card
- Classify different types of development as physical, mental, social, and emotional
- Identify ways that teachers help children develop physically, mentally, socially, and emotionally

# Day 1

## Introduction (3-5 minutes):

Ask students to think back to the days when they were in elementary school and to recall their favorite teachers. What did they have in common?

## Activity (20-25 minutes):

Have students...

- Work in partners and identify what makes a good elementary teacher.
- Trace one of the team member's body outline and create a drawing depicting an ideal elementary teacher.
- Create the perfect teacher caricature displaying ideal traits and hang on wall or hallway, wherever space is available.
- Share what they developed with the large group.

## Conclusion (15 minutes):

Using note cards, have students write a thank you card to one of their favorite teachers indicating what they enjoyed about being in the teacher's class. Then, if possible, have the students send or deliver their thank you card to their favorite teacher.



# Day 2

## Introduction (5 minutes):

Review with students what they discovered the day before. Ask students to describe characteristics of a quality elementary school teacher. Students should respond: "To be a quality teacher, the educator must know about development of children and how to meet their needs." Tell your students: "Today we will learn about preschoolers and how they develop."

## Video Lesson (30 minutes):

Watch the DVD, How I Learn.

## Video Follow-Up (10-15 minutes):

Divide the class into four groups. Assign each group one of the following developmental categories: Social Development, Physical Development, Mental/Intellectual Development, and Emotional Development. The groups will take 2 minutes to identify activities that a teacher can do to help a child grow in their assigned developmental category. Share the ideas generated in large group share-out time.



## Materials List:

- Bulletin Board Paper (9700874)
- Markers (9730406)
- Tape (9724891)
- How I Learn DVD (WA25234)
- "Writing a Thank You Card" Handout (included)
- "Thank You Card Rubric" (included)
- "Thank You Card Draft" Worksheet (included)

## Additional Resources (Optional):

- 5 Minute Child Development Activities (WA27905)
- Child Development Stages Tablet (WA23291)

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*Lesson Plans are developed with teachers with no claim of original authorship.*

Name \_\_\_\_\_

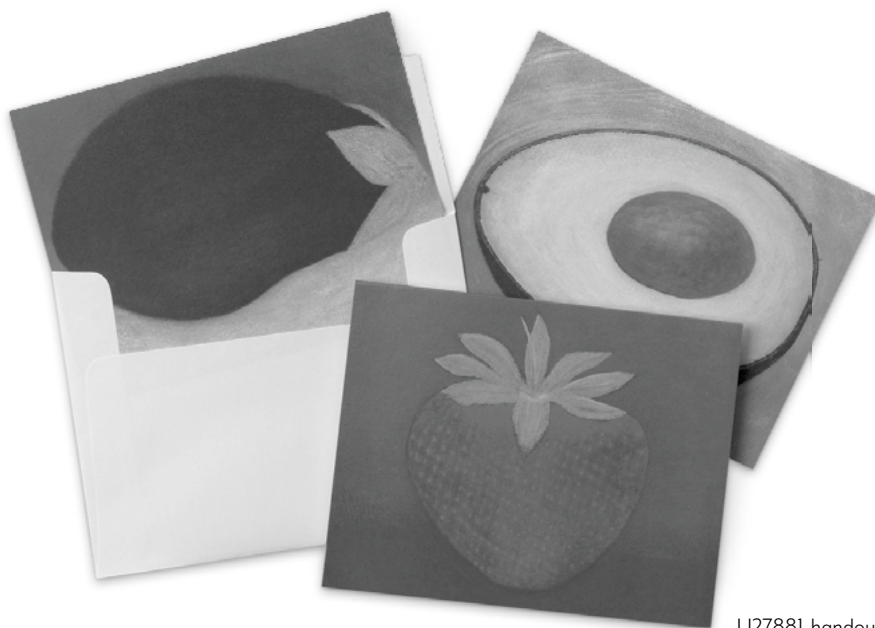
**Purpose of a Thank You Card:** To let someone know that they made a difference in your life.

**Assignment:** To write a thank you card to a teacher who has made a difference in your life.

**Steps to Writing a Thank You Card:**

(adapted from <http://ideas.hallmark.com/thank-you-ideas/how-to-write-a-thank-you-note/>)

- 1. Greeting.** Don't forget to make sure you're using the correct form and spelling of the person's name, as well as anyone else's, mentioned in the note.
  - *Dear Mr. Jones,*
  - *Dear Mrs. Smith,*
- 2. Express your thanks.** Begin with the two most important words: *Thank you.*
  - *Thank you so much for...*
  - *It made my day when...*
  - *I'm so grateful you were there when...*
- 3. Add specific details.** Tell them how they helped you in school and what they did that made them special to you.
  - *I will never forget when you helped me find my lost tooth so I could take it home for the tooth fairy.*
  - *I appreciated how you always took time to listen to me.*
  - *I enjoyed how you made learning fun by...*
- 4. Look ahead.** Mention the next time you might see them, or just let them know you're thinking of them.
  - *I think of you often when I am...*
- 5. Restate your thanks.** Add details to thank them in a different way.
  - *Again, thank you for...*
- 6. End with your regards.** "Sincerely" is a safe standby, but for closer relationships, you might choose a warmer option.
  - *With love,*
  - *Many thanks,*
  - *Yours truly,*





Name \_\_\_\_\_

Create a draft of your “Thank You” in the rectangle below.  
USE PENCIL SO YOU CAN MAKE CORRECTIONS!

**Greeting:**

**Express Your Thanks:**

**Add Specific Details:**

**Look Ahead:**

**Restate Your Thanks:**

**End with Your Regards:**

1. COMPARE your thank you draft to the rubric. Trade your draft with a classroom partner and evaluate each other's card using the Thank You Card Rubric.
2. Revise your work to correct any errors found by your partner.
3. Show your work to the teacher to receive the Thank You Card to write your thank you.
4. Copy the final draft of your thank you onto the Thank You card. DO NOT WRITE THE “PARTS” OF THE THANK YOU ON YOUR CARD!

## THANK YOU CARD RUBRIC

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Name: \_\_\_\_\_ Score: \_\_\_\_\_ / 65

Area	Mastery — 5 pts.	Revise — 3 pts.	Strike Out — 0 pts.
<b>Greeting</b>	Contains words, "Dear"; Mr. or Mrs.	Missing word, "Dear"	No Greeting
<b>Express Thanks</b>	Clearly stated what you are thankful for	A little vague as to what you are thankful for	Did not begin by expressing thanks
<b>Add Specific Details</b>	Added details that show the teacher what you appreciate about them; more than one sentence	Only one sentence written or not very clearly stated	No specific details provided
<b>Look Ahead</b>	Stated how this teacher has influenced your future		No statement regarding future written
<b>Restatement of Thanks</b>	Restated your appreciation for the teacher		No restatement of thanks
<b>End with Your Regards</b>	Selected an appropriate salutation		No salutation provided
<b>Spelling</b>	No errors	1-3 errors	More than 3 errors
<b>Punctuation</b>	No errors	1-3 errors	More than 3 errors
<b>Capitalization</b>	No errors	1-3 errors	More than 3 errors
<b>Neatness</b>	No errors	1-3 errors	More than 3 errors
<b>Final Draft X 3</b>	No errors	1-3 errors REDO	More than 3 errors REDO

Total Points Earned = \_\_\_\_\_ / 65