

MyLabSchool
SAMPLE INTEGRATION GUIDE
*Early Childhood Education: Birth–8: The World of
Children, Families, and Educators, Fourth Edition*

WHAT THESE ACTIVITIES ARE

Professors select MyLabSchool materials for use in their courses all the time. Some are even required by their schools to use technology to teach, and find MyLabSchool to be a lifesaver. But many don't have time to explore MyLabSchool to make those choices before their courses begin. This Sample Integration Guide is a solution to that problem.

What follows is a series of assignable activities found on MyLabSchool, hand-picked to correspond with a course that requires this textbook. In many cases, the activities described here also appear in this text as end-of-chapter MyLabSchool features—in slightly different format and directed at your students—so they can be easily assigned.

If you incorporate MyLabSchool activities other than these into your course, and you'd like to share them so that we can pass them along to other professors, please send them to us at mlsactivities@ablongman.com. Be sure to name your school and course, include the instructions you provide to your students, and grant us permission to publish them!

GETTING STARTED

If you have not already created an account, go to www.mylabschool.com and do so, using a passcode from your Allyn and Bacon campus rep.

If your students have not already created their accounts, direct them to www.mylabschool.com to do so, using the access code that came with their texts.

Instruct your students to e-mail you to verify that they've created their accounts.

CHAPTER 1: WHAT IS EARLY CHILDHOOD EDUCATION?

VIDEO—"Teaching First Grade"

In this clip, a first-grade teacher is interviewed about her experiences and her motivations for choosing to teach.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the "Becoming a Teacher" videos, and watch "Teaching First Grade."

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID **ECV2**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. Provide two examples from this teacher's interview that show she has a realistic picture of her role as a teacher.
2. What experiences did Mikasa have that influenced her decision to become a teacher of young children?

As a follow-up activity, instruct students to form small groups and give them the following assignment:

1. In your small group, introduce yourself to the other members of your group and share why YOU have decided to study early childhood education. As a group, chart five descriptors of "the teacher's life" that your group agrees on.
2. Using a "T" chart, develop a list of pros and cons you considered on the path to becoming a teacher. Identify each item on the list as one that provided you either intrinsic or extrinsic motivation for your decision.

CHAPTER 2: THE WONDER OF CHILDREN: DEVELOPMENT AND DISPOSITIONS

VIDEO—"Designing Developmentally Appropriate Days"

This clip demonstrates how a caregiver should be knowledgeable about the physical, emotional, social, and cognitive developmental patterns in young children. Developmentally and age-appropriate activities should be implemented based on the needs of each individual child and the family's goals for their child. Children with special needs should also be accommodated.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the "Understanding Child Development" videos, and watch "Designing Developmentally Appropriate Days."

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID **ECV1**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. When determining the developmental level of a child, what are the four kinds of skills you should consider?
2. Why is it important for a teacher or caregiver to have knowledge of developmental patterns in young children?
3. What are the advantages of letting young school-aged children work in groups? Applying what you know about child development, why do

you think group projects may not be appropriate for very young children?

4. One teacher mentions the importance of viewing children holistically. Explain this in terms of Bloom’s three developmental domains: psychomotor, cognitive, and affective.
5. What is *inclusion*? Name four advantages of having a preschool child with special needs in an inclusive setting.

CHAPTER 3: THEORIES OF DEVELOPMENT: FOUNDATIONS FOR PRACTICE

VIDEO—“Emotional Development in Toddlers”

As toddlers, children learn to show empathy toward others, to engage in encouraging self-talk, and to change goals that are frustrating. Regulating emotions is challenging because it requires an understanding of emotions in real-life contexts. Supportive caregivers help children learn to understand and manage their emotions. Dysfunctional families can create conflicting emotional demands, and may result in children developing emotional problems of their own.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the “Understanding Child Development” videos, and watch “Emotional Development in Toddlers.”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID **ECV1**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. Name four ways that parents and caregivers can aid a child’s emotional development.
2. What is the relationship between emotional development and cognitive development?
3. Why do children need to learn to regulate their emotions, and why is this one of the most challenging aspects of emotional development?
4. You are a caregiver with a 3-year-old child who hits other children when he gets frustrated. Name three devices you might use to teach this child how to better manage that emotion.
5. You are the parent of a 2-year-old child, and you are starting her in a new day care situation. What are some ways you might prepare her for the emotions she may experience when you leave her there the first few days? Keep in mind the typical emotional development patterns for a 2-year-old.

CHAPTER 4: CHILDREN'S PLAY: A SOURCE OF DEVELOPMENT AND LEARNING

VIDEO—"Making a Discovery: The Water Table"

This clip demonstrates the sensory nature of water play and how it appeals to young children while supporting learning in a range of domains. During water play outdoors, the child in this clip discovers the attributes of a tube.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the "Facilitating Learning Through Play and the Arts" videos, and watch "Making a Discovery: The Water Table."

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID ECV9.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. Why are sensory experiences an important aspect of the early childhood curriculum?
2. What areas of development are promoted during the water play episode just viewed?
3. Why is it important not to overload the water play table with too many props?

For homework use the Lesson & Portfolio Builder to design a themed water play activity. For example, the table could contain ice cubes so children can explore temperature and investigate what happens to the ice over time.

CHAPTER 5: EARLY CHILDHOOD CURRICULUM: THINKING AND PRACTICES

VIDEO—"Supporting Inquiry in Early Childhood: Alec Learns to Use a Dropper"

This clip captures one of the many unplanned yet valuable "teachable moments" that exist throughout the preschool day. In the example demonstrated here, the teacher guides and supports Alec as he learns the proper technique for using a dropper.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the "Implementing Curriculum that Supports Young Children's Learning" videos, and watch "Supporting Inquiry in Early Childhood: Alec Learns to Use a Dropper."

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID ECV8.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. What is *scaffolding*?
2. What is the *zone of proximal development*?
3. What is the role of the child within scaffolding situations? Is he an active participant in knowledge construction or a passive recipient of learning? Briefly explain your answer.

For homework, assign one or both of the following questions.

- Piaget saw cognitive development as resulting from the actions of the individual child on his or her environment. How does this approach differ from that endorsed by Vygotsky?
- The social-constructivist approach to development regards learning as taking place within social situations. To what extent do you think social situations influence learning?

CHAPTER 6: FAMILIES AND COMMUNITIES: CONTEXT FOR UNDERSTANDING CHILDREN

VIDEO—“Portfolio Exhibitions”

In this clip, an elementary school sponsors a schoolwide portfolio celebration so that families and the community can view students’ work and discuss it with them.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the “**Working with Family and Community**” videos, and watch “**Portfolio Exhibitions**.”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID ECV10.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. What is included in the portfolio exhibition? Who benefits from this type of communication?
2. Why are rubrics not included in the portfolio? Do you agree with this rationale? Explain.

3. What are the benefits of using a portfolio as an assessment instrument? Include in your answer multiple ways that a teacher might use a portfolio during the school year.

As a follow-up activity, have students form small groups according to the subject and grade level they are interested in teaching. Ask students to come to a consensus with regard to the following questions:

- In general, what should be included in a portfolio and what should not?
- Make a list of items that you might have students include in their portfolios. Explain your rationale for including each item.
- Use these lists as a launching point for discussion/debate.
- For homework assign a brief position paper or journal entry to report their conclusions. Ask students to comment on their experiences working in the cooperative group.

CASE STUDY—“On the Frontlines: Connecting with Families”

This case study from *Becoming a Teacher*, Sixth Edition, by Parkay and Stanford features Mr. Rocha, a well-regarded educator who has taught third grade for over 30 years. He explains his strategy for connecting with students and their families.

To access the case study:

- Log onto www.mylabschool.com. Under the **Resources** tab, navigate to the **Case Archive**, and read “**On the Frontlines: Connecting with Families.**”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to this case study. Just enter Assignment ID **CS24**.

Print and distribute this case study in class. Ask students to read the case study and use the following question as a basis for class discussion:

You have a very diverse classroom, with a number of foreign-born students from Mexico, China, England, and Pakistan. What challenges would you face in trying to connect with your students’ parents? What challenges would you face in the classroom?

For homework, instruct students to use the following websites to identify at least one strategy for connecting with parents and creating a healthy learning community in the classroom.

- The Institute for Responsive Education: Connecting School, Family, and Community www.responsiveeducation.org
- National Network of School Partnerships located at Johns Hopkins University www.csos.jhu.edu/p2000/sixtypes.htm
- Partnerships for Family Involvement in Education www.ed.gov/pubs/whowere/index.html

CHAPTER 7: INFANT CARE PROGRAMS AND PRACTICES: LUKE’S STORY

VIDEO—“Communication during Caregiving: Working with Infants”

Infants are born with the predisposition to communicate with others. Caregivers must be able to interpret an infant’s cues and respond accordingly. The caregiver in this clip demonstrates the responsive, reciprocal nature of interaction. She facilitates language development by talking with the infant in a pleasant voice, using simple language, and establishing conversational turns.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the “**Managing Daily Schedule and Routines**” videos, and watch “**Communication during Caregiving: Working with Infants**.”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID ECV7.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. What are the characteristics of responsive care giving?
2. What are some of the strategies caregivers can use to facilitate language development in young children?
3. What is parallel talk?

NEW YORK TIMES EDUCATION NEWS FEED

The *New York Times* Education News Feed is a collection of education-related stories from the *New York Times*, updated hourly.

To access the News Feed:

- Log onto www.mylabschool.com. Under the **Resources** tab, navigate to the **New York Times Education News Feed**.

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to the *New York Times* News Feed. Just enter Assignment ID NYTNE.

Instruct your students to access the News Feed once a day for an entire week. Have them print, read, and highlight the key points of any articles that appear that are related to infant care programs and practices. At the end of the week, ask students to compose a journal entry or essay in reaction to the articles they found. Students should come to class on the specified day with the articles and the journal entry or essay.

In class, ask students to break off into small groups to discuss their journal entries or essay. They should concentrate on the following factors:

1. Do you detect any trends in the issues presented over the week?
2. How could these issues impact a classroom?
3. What are some ways that teachers can combat these issues in the classroom?

CHAPTER 8: TODDLER CARE: IBRAHIM'S STORY

VIDEO—"Transitioning: From Outdoor Play to Circle Time"

Transitioning from active to quiet activities can present particular challenges to young children. The teacher introduces some de-escalation techniques to her class of 3-year-olds.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the "Managing Daily Schedule and Routines" videos, and watch "Transitioning: From Outdoor Play to Circle Time."

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID **ECV7**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. What are children learning from this transitioning activity?
2. The teacher sets the emotional climate of the classroom. Do you agree with this statement? Explain your answer.
3. Identify another activity that can help children transition from outdoor to indoor activities.
4. Why should young children not be forced to participate in activities such as the one demonstrated here?

CHAPTER 9: PRESCHOOL: FELIPE'S STORY

VIDEO—"Meal Times: Preschoolers"

According to some studies, meal times offer rich and informal opportunities for children to be exposed to and learn new vocabulary words and to develop decontextualized oral language skills. These important skills can facilitate future literacy development. The teacher and her assistant in this clip sit and converse with the children each day as they eat lunch.

To access the video:

- Log onto www.mylabschool.com. Under the **Courses** tab, in **Early Childhood Education**, under **Video Lab**, access the “**Managing Daily Schedule and Routines**” videos, and watch “**Meal Times: Preschoolers.**”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID **ECV7**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. Why is it important for young children to become proficient language users?
2. How might conversations generated during meal time differ from conversations generated during story time?
3. What is the difference between child-initiated and teacher-initiated conversation?
4. The atmosphere during meal times in this video clip was relaxed and informal. How does atmosphere influence children’s learning and development?
5. What is *decontextualized language*?

CHAPTER 10: KINDERGARTEN: KEELEY’S STORY

MLS SIMULATION—See Jane Read

This simulation begins with the “Challenge Cycle” showing the following sequence: Challenge, Thoughts, Perspectives & Resources, Assessment, and Wrap up. This particular simulation contains a “challenge movie” set in a kindergarten classroom during story time. This is followed by a sequence of self-reflective questions and activities that challenge students to take a close look at how they would ensure that all kindergarten students will learn to read at a grade-appropriate level.

To access the simulation:

- Log onto www.mylabschool.com. Under the **Resources** tab, navigate to the **Simulations Archive**, and execute the simulation entitled “**See Jane Read.**”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to this simulation. Just enter Assignment ID **SIM15**.

Instruct your students to access the simulation, watch the “challenge movie,” and complete the activities that follow. If you have Internet access in the classroom, view the simulation in class and discuss the questions and activities as a group.

For homework, instruct students to develop a brief lesson plan centered on a group story time exercise that will both challenge advanced kindergarten readers and include and facilitate improvement for struggling readers. Require that students develop their lessons using the Portfolio & Lesson Builder tool.

CHAPTER 11: THE PRIMARY GRADES: ERIN CHEYENNE'S STORY

VIDEO—"Teaching Science"

This clip features a life science lesson where young students sort pictures of animals and discuss the different characteristics various animals have.

To access the video:

➤ Log onto www.mylabschool.com. Under the **Course** tab, in **Early Childhood Education**, under **Video Lab**, access the "**Implementing Curriculum that Supports Young Children's Learning**" videos, and watch "**Teaching Science**."

OR

➤ Use the www.mylabschool.com **Assignment Finder** to go directly to these videos. Just enter Assignment ID **ECV8**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

1. Children are able to classify objects or information in different ways, based on their developmental age. On what basis are these children classifying animals?
2. Which of the basic skills in the scientific process were demonstrated? How might you build on this lesson to incorporate other skills?

For homework, assign one of the following activities:

- Access the National Science Education Standards at www.nap.edu/readingroom/books/nse/html/, then navigate to **Chapter 6, Science Content Standards for K–4 for Life Science**. Read this section and answer the following question: In general, what are children this age expected to be able to understand in the life sciences?
- Using the Lesson & Portfolio Builder, design a lesson that teaches second grade students about classification. Incorporate hands-on activities, research, and/or technology in your lesson. Include a concept statement, learner outcomes, and safety precautions, if necessary. Be sure to make the activities age appropriate.

RESEARCH NAVIGATOR™—Early Childhood Curriculum

To access Research Navigator™:

- Log onto www.mylabschool.com. Under the **Course** tab, in **Early Childhood Education**, access **Research Navigator™**.

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to Research Navigator™. Just enter Assignment ID **ECRN**.

Instruct students to search for Article Number 3361094, “**Telling stories and talking facts: First graders’ engagements in a nonfiction book club.**” Assign a 2- to 3-page reaction to this full text article as homework.

Instruct students to search for Article Number 22209253, “**The New First Grade: Too Much Too Soon?**” Assign a 2- to 3-page reaction to this full text article as homework.

CHAPTER 12: SPECIAL EDUCATION: JODIE AND HER FAMILY’S STORY

CASE STUDY—“He’s Just a Goofy Guy”

This case study features Jake, an energetic first grader with a learning disability. Although he is considered one of the gang by his classmates and is excelling academically during the two hours he is included in a general education class, Betty, his general education teacher, feels he just “wouldn’t fit in” in a general education classroom full time. On the other hand, Sharon, his resource teacher, sees no reason why Jake would not be successful.

To access the case study:

- Log onto www.mylabschool.com. Under the **Resources** tab, navigate to the **Case Archive**, and read “**He’s Just a Goofy Guy.**”

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to this case study. Just enter Assignment ID **CS12**.

Instruct your students to print and read the case study. Assign some of the following essay questions.

1. Why do you think Betty is resistant to having Jake in her class? Do you think Jake is ready to be placed in a general education classroom full time? Why or why not?
2. How can Sharon and Betty work together to best serve Jake’s needs? What types of services and/or support would help Betty be more comfortable with having Jake in her classroom full time?
3. Should Jake’s parents and other education professionals be involved in the decision process? Why or why not?
4. What types of services and/or support would help Jake make a successful transition to a full-time general education classroom? What strategies can be implemented to address Jake’s behavior and improve his organizational skills?

CHAPTER 13: THE CHANGING WORLD OF EARLY CHILDHOOD

RESOURCE LIBRARY—What Every Teacher Should Know About No Child Left Behind

To access this publication:

- Log onto www.mylabschool.com. Under the **Resources** tab, navigate to the WETSKA publications, and read the booklet entitled *What Every Teacher Should Know About No Child Left Behind*.

OR

- Use the www.mylabschool.com **Assignment Finder** to go directly to this publication. Just enter Assignment ID WETSKA1.

Instruct students to print and read this booklet for homework. In class, launch discussion of this chapter by having students identify what facts or concepts they learned from the booklet. Record or assign a student to record all of the points on the board.

Assign a concise, one-page explanation of NCLB using the information from the chapter and the WETSKA booklet that would be appropriate to use as a handout for parents explaining this important legislation.