

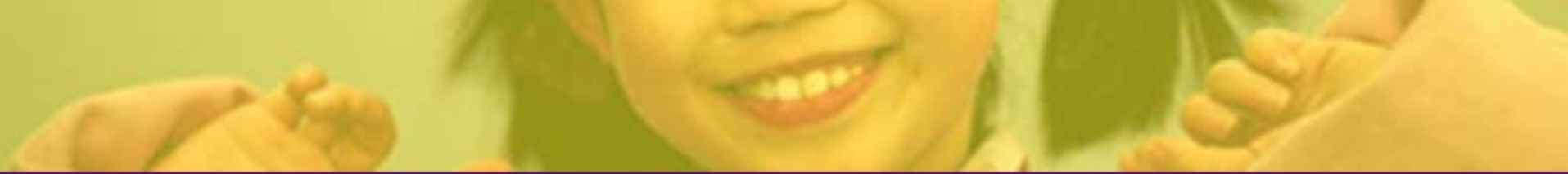
Thematic Unit Planning

A young child with light-colored hair is shown in profile, blowing bubbles. The child's mouth is open, and several bubbles are visible near their face. The background is a soft, out-of-focus green with many more bubbles floating around. The overall mood is joyful and playful.

ECE 220 Curriculum Development and
Instructional Materials

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Themes/Units

- Focus on one topic or theme
- Integrated curriculum is intertwined with thematic approach
- Teachers are able to tie observations, interests and abilities into major content areas around a theme



Parts of a Unit Plan

- **Theme**
 - Main idea or theme plans are built around
- **Concept**
 - A piece of information you want the children to learn. Written in simple form – usually used as the group discussion.
- **Behavioral/Instructional Objective**
 - The behavior the child will demonstrate to show that he/she has learned the concept.
At least one objective for each concept.
- **Activities**
 - All activities planned to be used during group and center time integrated through the curriculum.

Steps in the Planning Process

- Select Theme
- Web with children - What do they want to know about theme?
- Brain storm concepts to relate to ideas in web
- Develop and list concepts
 - Break them into days
 - Usually 2 to 4 per day
- Write objectives
 - A minimum of 1 objective must be written for each concept
 - Objectives provide evidence that the children learned the concept
- Plan activities to correlate with the daily concepts
 - Activities will include formal lessons used in group time
 - Activities will include interest centers available in classroom

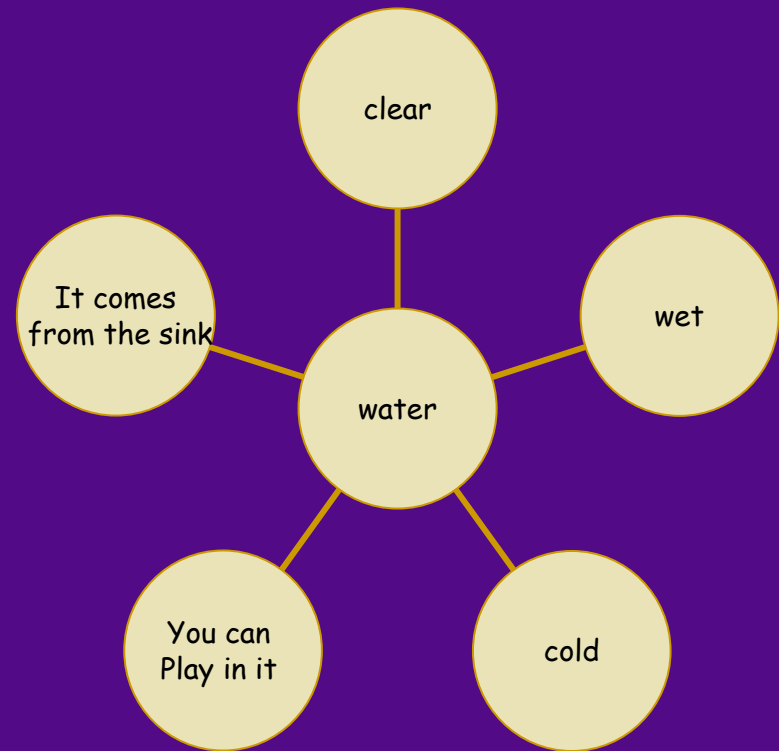


Curriculum Webs

- Webbing is a brainstorming technique
- Curriculum webs integrate various learning activities
- The web provides a visual organizational structure to the planning process
- Webbing helps to develop scope and content to theme

Webbing Ideas with children

- What do the children already know
 - Complete a topic web with the children
 - List questions
 - Record discussions



Develop Concepts

- Water does not have color it is clear.
- Water feels wet.
- Water can be cold.
- We can play in water.
- Water comes from the sink when the knob is turned.

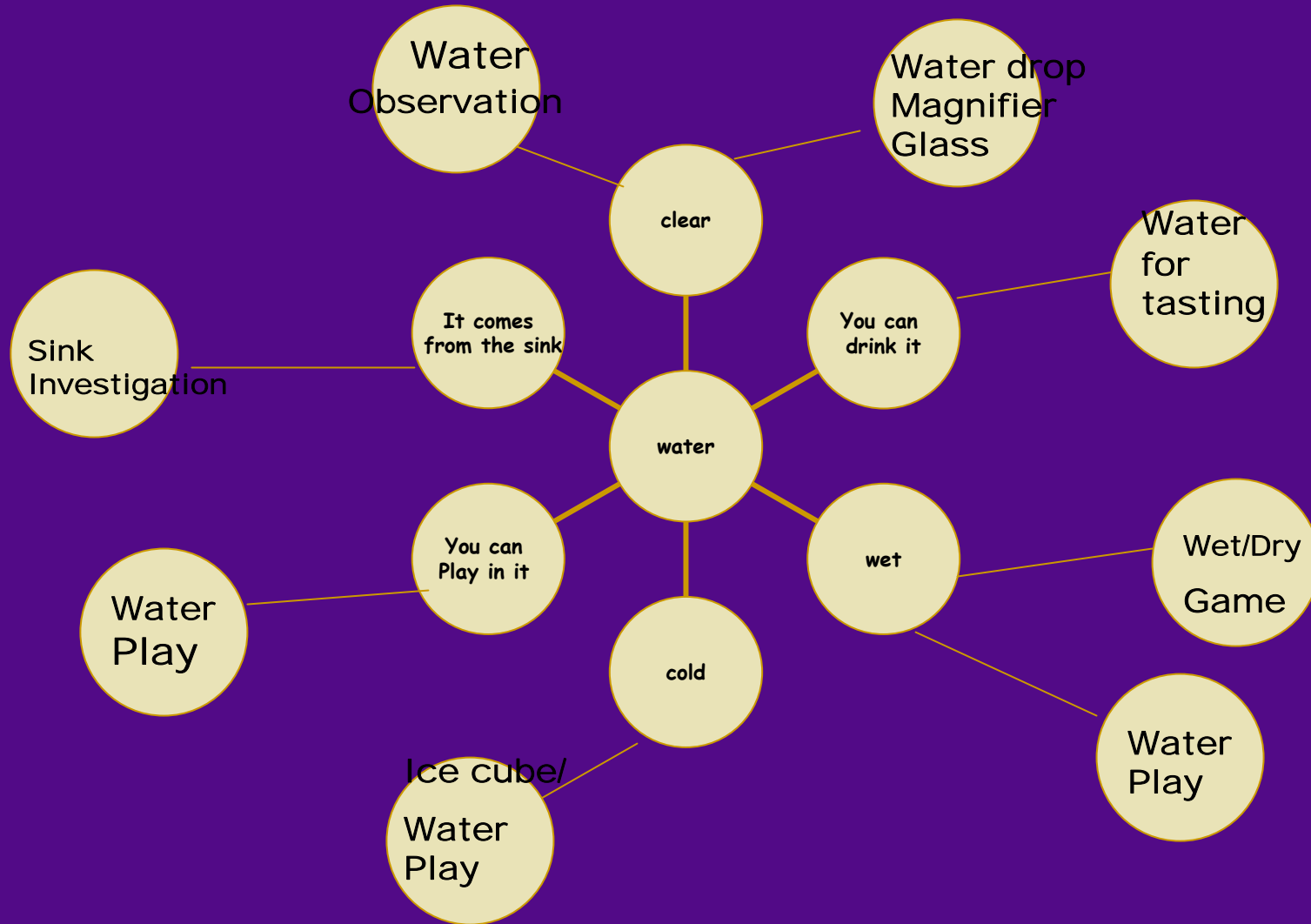


Write objectives

- After looking at water in a fountain and pouring from cups, the child will state that water is see through 2 out of 3 times.
- After playing in water, the child will state it feels wet 2 out of 3 times.
- After playing in ice water the child will state water is cold 3 out of 5 times.
- When asked what people can do in water children will pantomime ways they can play in water 3 out of 5 times.
- After observing how a sink works, the child will demonstrate how to turn on water 2 out of 3 times.



Plan Integrated Activities



Daily Unit Plan Form

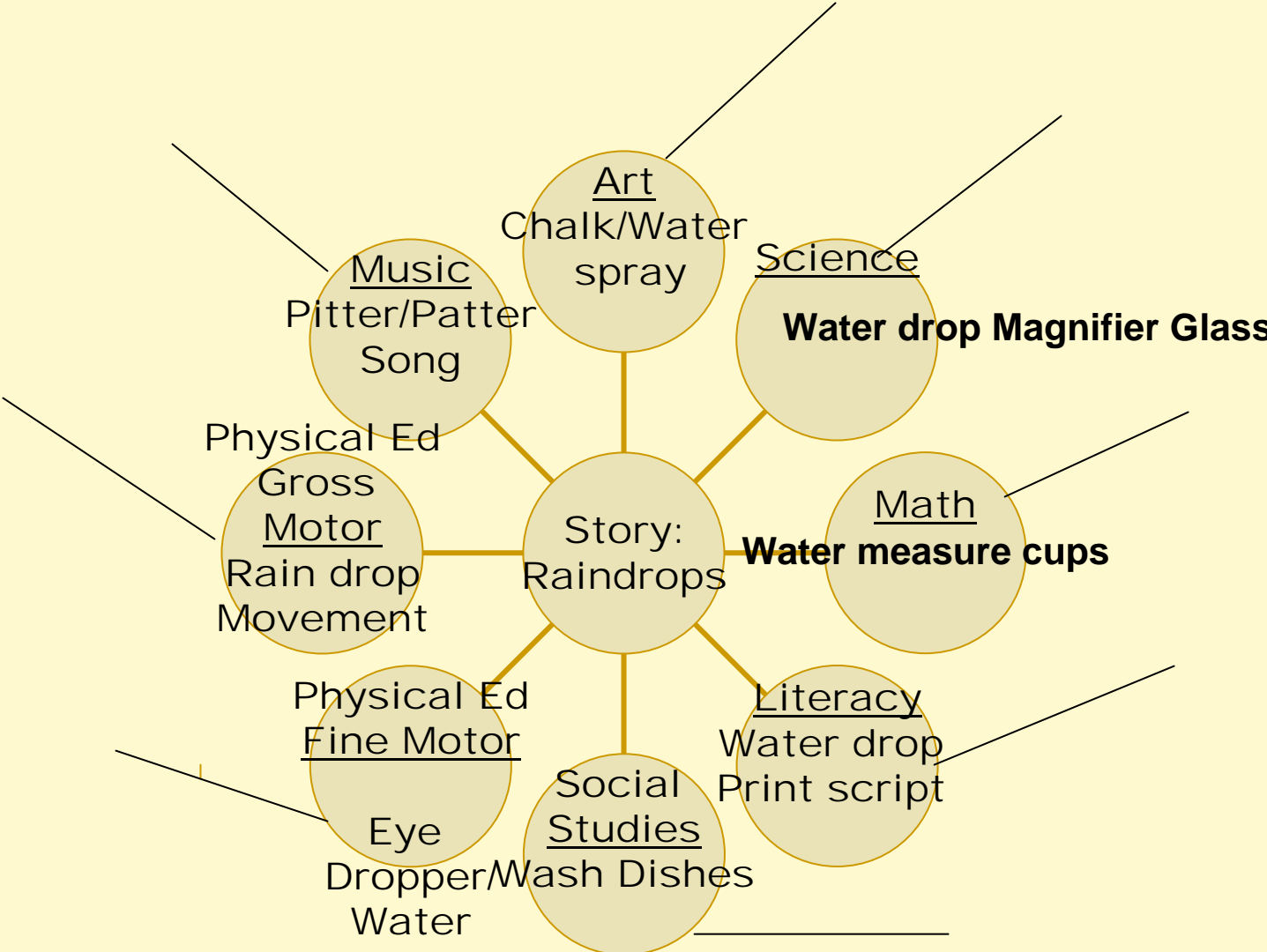
Day:

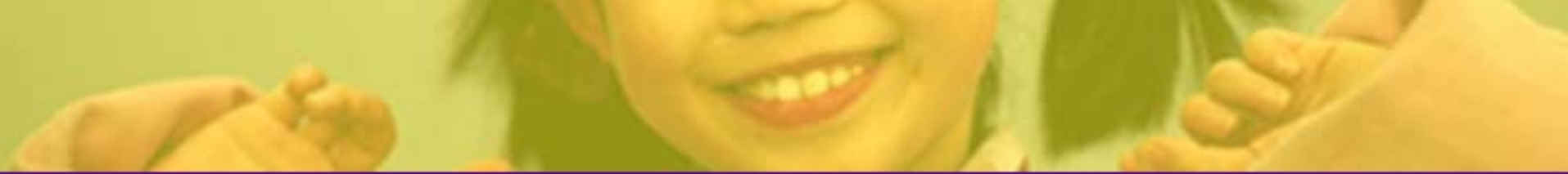
Concepts:

Objectives:

Center Activities

(List standard on line)





Weekly Form

- Use block form attached to show activities planned throughout the
- week

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Weekly Plan Form

Week of: _____

Unit Theme: _____

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
Large group Unit/Theme Introduction of Daily Concept					
Small Group Activities (Planned a various content areas)					
Music/Movement					
Art					
Story					
Finger plays					
Interest Areas Available All week	Science	Math	Literacy	Social Studies	Fine Motor/ Manipulatives
Interest Areas Available All week	Creative Play Centers	Sensory Centers	Block Center	Other	Other



Formal Unit Format

- Theme Web completed with children
- Typed unit
 - Page 1 - Theme – concepts numbered
 - Page 2 – Objectives number to correspond with concepts
 - Page 3 – Activities (list only) – number to correspond with objectives and concepts
- Daily Web form
- Weekly Plan form



Unit Plan Project Directions

- With Partner
 - Identify theme
 - Web theme with children
 - Develop concepts
- Work Alone
 - Sequence concepts in logical way (follow format)
 - Write a minimum of one objective for each concept
 - Identify activities to use in centers daily –(These should relate to concepts and objectives
 - Research related selection of children’s literature – plan at least one book daily
 - Research related finger plays and songs
 - Plot activities on daily web form
 - Document each activity to Early Learning Standard
- Remember to Type information provided in format



Grading Rubric For Unit

1. Theme selection is related to interest of children (include web).....5/
2. Concepts.....10/
 - Developmentally Appropriate Practice (DAP)
 - Written according to format provided (simple statement)
 - Includes appropriate vocabulary
3. Objectives..... 10/
 - Correlate to concepts
 - DAP
 - Well written (follow 3 part format)
 - Includes a variety of domains (Bloom's Taxonomy)
4. Overall Weekly Plans Include the following
 - Presented in an organized fashion.....10/
 - Plans for DAP hands-on experiences..... 10/
5. Creative choice of quality literature is used to support unit theme.....5/
6. Creative choice of literacy activities.....5/
7. Creative Art planned to reinforce concepts.....5/
8. Creative use of music and movement activities to reinforce concepts.....5/
9. Creative use of math science activities to reinforce concepts.....5/
10. Creative use of science activities to reinforce concepts.....5/
11. Creative use of social studies to reinforce concepts.....5/
12. Creative use of physical education concepts to reinforce concepts (gross motor).....5/
13. Creative use of physical education concepts to reinforce concepts (fine motor).....5/
14. Use of teacher made (student made) activities to support concepts.....5/
15. All activities planned are connected to the Early Learning Standards.....5/