

**31. Education and Training Cluster - Preschool and Daycare Careers (4 hours)**

<b>Purpose/Abstract:</b> To introduce students to the education and training cluster and the characteristics of jobs in preschool and daycare careers.			
<b>NCCCS Adult Education Standards:</b> R.5.2.2, W.5.2.1, M.1.2.10			
<b>Learning Objective:</b> <i>By the end of the session, students will be able to:</i>			
<ul style="list-style-type: none"> <li>• Describe characteristics of jobs in preschool and daycare careers</li> <li>• Read aloud simple books of high interest to children</li> <li>• Demonstrate fluency when multiplying numbers</li> </ul>			
<b>Soft Skills</b>	communication, enthusiasm and attitude	<b>Resources</b>	<p><a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skill category)</p> <p><a href="#">25-2011.00 - Preschool Teachers, Except Special Education</a></p> <p><a href="#">Education and Training Careers  Career Cluster/Industry Video Series</a></p> <p><a href="#">The Three Little Pigs - Storynory</a>  <a href="#">The True Story of the Three Little Pigs—Kids Book Read Aloud</a></p> <p><a href="#">NC Career Clusters</a> Guide (for instructor reference)</p> <p>Handouts:                      Explanatory Writing - scaffolded version, as required.</p>
<b>Additional Materials</b>			
<ul style="list-style-type: none"> <li>• Explanatory Writing - scaffolded version - Print as required.</li> <li>• Art supplies (glue, glitter, markers, paint, etc.)</li> <li>• Pencils, paper, and scissors</li> <li>• Computers for student use</li> </ul>			
<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>

**PREPARATION**

- Watch the video [Education and Training Careers| Career Cluster/Industry Video Series](#) and prepare to guide a discussion to introduce students to the education and training cluster.



- Arrange for copies or get printouts of the stories: The Three Little Pigs and the The True Story of the Three Little Pigs.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

## INTRODUCTION (30 min)

Welcome students to the class!

Play this video [Education and Training Careers| Career Cluster/Industry Video Series](#) to introduce students to the education and training cluster.

Guide a short discussion on the characteristics of jobs in this cluster with a focus on preschool and daycare careers.

Explain that the focus of this lesson will be on learning about the different jobs and activities that take place in preschools and daycares.

Share the objectives of the lesson.

## VOCABULARY, READING & WRITING (40 min)

**Instructor Note:** If you cannot get a copy of The Three Little Pigs or the Real Story of the the Three Little Pigs, use the following links for this activity.

[The Three Little Pigs - Storynory](#)

[The True Story of the Three Little Pigs—Kids Book Read Aloud](#)

Explain to students that they will be exploring two different versions of the story "The Three Little Pigs": the traditional version and a different perspective called "The True Story of the Three Little Pigs."

Inform students that they will compare and contrast the characters, their traits, motivations, and actions in both stories.

If possible, distribute copies of the stories to students. If not, instruct them to access the stories online.

Have students read or listen to "The Three Little Pigs" story. Alternatively, if you are using the video read-aloud of "The True Story of the Three Little Pigs," have students watch it.

Encourage students to pay attention to the characters' traits, motivations, and actions as they engage with the stories.

Divide students into groups of 4.

Instruct groups to create a two-column chart with the headings "Traditional Version" and "True Story

Version."

Prompt students to fill in the chart by identifying and describing the traits, motivations, and actions of the main characters in each story.

Encourage students to cite evidence from the stories to support their descriptions.

 REFLECTION (10 minutes)

- ✓ Bring the groups back together for a whole-class discussion.

Ask students to share their observations and comparisons of the characters from both versions of the story.

Encourage students to explain how the characters' traits, motivations, and actions contribute to the sequence of events in each story.

Facilitate a discussion on the different perspectives presented in the two versions and the impact it has on the overall story.

Emphasize the importance of analyzing character traits, motivations, and actions to understand how they contribute to the sequence of events in a story.

Connect this activity back to how they will apply these skills while working with children in a preschool or a daycare setting.

Lower Level	Higher Level
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Provide sentence starters or sentence frames to support students in expressing their thoughts and opinions about the characters.

For example:

- "In 'The Three Little Pigs,' the character [name] is \_\_\_\_\_ (trait) because \_\_\_\_\_."
- "In 'The True Story of the Three Little Pigs,' the character [name] is \_\_\_\_\_ (trait) because \_\_\_\_\_."
- "I like the character [name] in 'The Three Little Pigs' because \_\_\_\_\_."
- "I prefer the character [name] in 'The True Story of the Three Little Pigs' because \_\_\_\_\_."

Alternatively, use visual or verbal prompts to guide participants in discussing the characters.

For example, ask questions like:

- "How do you think the character [name] feels in 'The Three Little Pigs'? Show me with a thumbs up, thumbs down, or thumbs sideways."

Provide a set of guided questions to prompt participants to analyze the characters.

For example:

- "How would you describe the traits of the main character in 'The Three Little Pigs'? Can you provide examples from the story?"
- "What do you think motivates the main character in 'The True Story of the Three Little Pigs'? How does this motivation drive the actions of the character?"
- "Compare and contrast the actions of the characters in both stories. How do their actions contribute to the sequence of events?"



"What do you think the character [name] does in 'The True Story of the Three Little Pigs'? Can you show me or tell me?"  
"Do you think the character [name] is nice or mean in 'The Three Little Pigs'? Why?"

## MATHEMATICS (45 min)

Write 2-3 multiplication models on the whiteboard, focusing on one-digit numbers multiplied by multiples of 10 (e.g.,  $4 \times 30$ ,  $7 \times 50$ ,  $2 \times 70$ ).

Divide the students into pairs or small groups.

### Create, Teach, and Solve

Give students the following instructions.

- Each group should select one student to be the "Creator" and the other student(s) to be the "Teacher" and "Learners."
- The "Creator" will use the models on the board to create their own multiplication problems.
- Encourage creativity and variety in problem creation while ensuring they align with the given models. Students can also create word problems if they'd like.
- The "Creator" should write the problems on separate cards or pieces of paper.
- The "Teacher" will take one of the created problems and explain the concept and solution to the "Learner(s)" using manipulatives, the whiteboard, and teaching aids (if available).
- The "Teacher" should communicate clearly and confidently while explaining the problem and solution.
- Encourage the "Teacher" to ask questions to check the "Learner(s)" understanding and provide feedback.
- The "Learner(s)" should actively engage in the teaching process:
  - Listen attentively to the "Teacher's" explanation.
  - Ask clarifying questions if they need further understanding.
  - Solve the multiplication problem using manipulatives and/or the whiteboard, guided by the "Teacher."
- Rotate roles, allowing each student to take turns as the "Creator," "Teacher," and "Learner," so that all students have opportunities to create, teach, and solve.

Walk around and check that students have a strong understanding of the concept covered in the last few lessons.

### REFLECTION (15 minutes)

Gather all students for a group discussion.

✓ Ask a few students to share one multiplication problem they created, along with the solution, and explain the concept behind it.

Encourage students to actively listen, ask questions, and provide feedback to their peers.

Facilitate a guided reflection by asking the following questions:

- *How did creating your own problems deepen your understanding of multiplication concepts?*
- *What strategies did you use to explain the concept and solution to your peers?*
- *How did you apply communication skills to ensure understanding between the "Teacher" and "Learner(s)"?*
- *What challenges did you encounter, and how did you overcome them?*

## **GROUP WORK (60 min)**

Inform students that they will practice playing the role of a preschool/daycare teacher in this activity. Have students share a few activities that happen in preschools or daycares.

Introduce students to the different stations that represent various aspects of preschool and daycare careers, such as storytelling, circle time, art activities, or assisting with personal hygiene routines.

Arrange the necessary materials and props at each station to create a realistic environment.

Divide the students into four groups, ensuring a balanced mix of abilities and strengths within each group. Assign each group to a specific station, where they will engage in role-play activities.

Tell students to refer to the step-by-step guides and cue cards at each station to support their engagement and reinforce the use of soft skills.

### **Role-Play Scenarios**

Assign each group to one station and explain the activity.

- At the storytelling station, take turns playing the role of the teacher, reading a storybook to a group of imaginary children, using expressive gestures and voice modulation.
- At the art activities station, pretend to guide children in creating artwork, encouraging their creativity, and providing positive feedback.
- At the circle time station, practice leading a group discussion, using appropriate prompts, and facilitating turn-taking.
- At the personal hygiene routine station, demonstrate the proper handwashing technique and encourage children to follow steps independently.

Encourage students to immerse themselves in their assigned roles and actively demonstrate communication, enthusiasm, and adaptability throughout the role-play scenarios. Emphasize the importance of maintaining a positive attitude, active listening, and responding to the needs and interests of the "children" they interact with during the role-play.

After 20 minutes at a station, have the groups rotate to the next station. Each group will get to practice at two different stations. If you have additional time, groups can try the tasks at the other two stations.

 REFLECTION (20 minutes)

✓ Provide time for reflection and group discussion after each rotation. Encourage participants to share their experiences, challenges faced, and strategies employed to showcase the desired soft skills.

**INDEPENDENT WORK TIME (45 min)**

Provide students with specific writing prompts related to the role-play scenarios and the soft skills practiced during the group work. For example:

- *Reflect on your experience at the storytelling station. Describe the soft skills you utilized, such as effective communication and enthusiasm, and explain how these skills contributed to engaging the imaginary children in the story.*
- *Think about your role at the art activities station. Write about the soft skills you demonstrated, such as creativity and enthusiasm, and how these skills helped you guide and encourage the children in their artwork.*
- *Consider your involvement in the circle time station. Reflect on the soft skills you exhibited, such as active listening and facilitating discussions, and how these skills contributed to a positive and inclusive group atmosphere.*
- *Reflect on your role at the personal hygiene station. Describe the soft skills you showcased, such as patience and empathy, and explain how these skills helped you guide the children in practicing proper handwashing techniques.*

Instruct students to write informative or explanatory text in response to the writing prompts. They should provide factual information, definitions, and examples to support their reflections.

Encourage students to use linking words and phrases to connect their ideas and create a cohesive piece of writing. For instance, they can use words like "first," "next," and "then," or phrases like "as a result," "for example," to organize their thoughts.

Remind students to include a concluding statement or section that summarizes their reflections and highlights the significance of the soft skills in the context of the role-play scenarios.

Walk around and support students structure their reflections. Offer additional guiding questions if they are stuck.

 REFLECTION (15 minutes)

✓ Have 2-3 volunteers read out their writing. Provide constructive feedback and reinforce the importance of communication, enthusiasm and attitude in preschool and daycare careers.

**Lower Level**

Provide sentence frames given in the handout to help students with their writing. Help a few students.

**Higher Level**

Challenge students to add a paragraph to their text highlighting the challenges they might face in the two stations they practiced at.

**Instructor Note:** The handout is scaffolded for lower level learners. Please instruct the rest of the class to write in their notebooks.

**WRAP-UP & REFLECTION (15 min)**

Distribute exit slips to students.  
Ask for a few volunteers to share their reflections.  
Collect and review the answers.

# Explanatory Writing

**Directions:**

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**Storytelling station:**

I enjoyed being the storyteller at the station. I used my \_\_\_\_\_ (soft skill) to engage the children by \_\_\_\_\_ (specific action).

At the storytelling station, I showed \_\_\_\_\_ (soft skill) when I \_\_\_\_\_ (specific action) to make the story more interesting.

The soft skill I practiced at the storytelling station was \_\_\_\_\_. I used this skill to \_\_\_\_\_ (specific action) and make the children feel \_\_\_\_\_ (emotion).

**Art activities station:**

When I was helping with the art activities, I demonstrated \_\_\_\_\_ (soft skill) by \_\_\_\_\_ (specific action). This helped the children feel \_\_\_\_\_ (emotion).

I showed my \_\_\_\_\_ (soft skill) when I encouraged the children to \_\_\_\_\_ (specific action) during the art activities. This made them feel \_\_\_\_\_ (emotion).

At the art activities station, I used my \_\_\_\_\_ (soft skill) to \_\_\_\_\_ (specific action). This made the children feel \_\_\_\_\_ (emotion).

**Circle time station:**

During circle time, I practiced my \_\_\_\_\_ (soft skill) by \_\_\_\_\_ (specific action). This helped the group feel \_\_\_\_\_ (emotion).

I demonstrated \_\_\_\_\_ (soft skill) when I \_\_\_\_\_ (specific action) during the circle time. This made everyone feel \_\_\_\_\_ (emotion).

At the circle time station, I used my \_\_\_\_\_ (soft skill) to \_\_\_\_\_ (specific action). This created a \_\_\_\_\_ (adjective) atmosphere for everyone.

**Personal hygiene routine station:**

I showed my \_\_\_\_\_ (soft skill) when I helped the children with their personal hygiene routines. I was \_\_\_\_\_ (specific action) and made them feel \_\_\_\_\_ (emotion).

When I guided the children in their personal hygiene routines, I used my \_\_\_\_\_ (soft skill) to \_\_\_\_\_ (specific action). This made them feel \_\_\_\_\_ (emotion).

At the personal hygiene routine station, I practiced my \_\_\_\_\_ (soft skill) by \_\_\_\_\_ (specific action). This helped the children feel \_\_\_\_\_ (emotion).

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



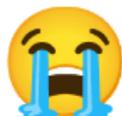
Happy



Smart



Confused



Sad



Angry