**Appendix 3B**

**GROUP:**

**DATE(S):**

**EARLY CHILDHOOD FAMILY EDUCATION INTEGRATED LESSON PLAN**

**Focus/theme for children:**

**Focus/theme for parents:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learner Outcomes** | **Learning Experiences/Teaching Methods** | **Resources Needed** | **Outcome Assessmen**t |
| **Parent-Child Interaction** | **For children:**  **For parents:** | **For children: For parents:** |  |  |
| **Early Childhood**  **Education** |  |  |  |  |
| **Parent Education** |  |  |  |  |

**Home/family follow through:**

**GROUP:  *Tuesday a.m. two year olds* SAMPLE DATE(S):**

**EARLY CHILDHOOD FAMILY EDUCATION INTEGRATED LESSON PLAN**

**Focus/theme for children: *Eye-Hand/Motor Coordination* Focus/theme for parents: *Toilet Learning***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learner Outcomes** | **Learning Experiences/Teaching Methods** | **Resources Needed** | **Outcome Assessmen**t |
| **Parent-Child Interaction** | **For children:**  *-Practice eye-hand coordination*  **For parents:**  *-Observe appropriate motor skills*  *-Realize developmental levels of variety of ages* | **For children:**  *-Make cards*  *-String beads*  *-Puzzles*  *-Finger painting*  **For parents:**  *-Observe and encourage child as he/she attempts new fine motor tasks* |  |  |
| **Early Childhood**  **Education** | *-Practice fine motor skills appropriate for his/her developmental level* | *-Continue with puzzles, finger plays, play dough, scissors, Legos, and free choice of other activities in room* |  |  |
| **Parent Education** | *-View toilet learning as a developmental task* | *-Experience a difficult*  *small motor task, e.g., using chopsticks*  *-Chart stages of motor development seen in class*  *-Discuss toilet learning as a developmental task. Ask, “What are prerequisites for toilet learning?”* |  |  |

**Home/family follow through:**  *Encourage parents to observe their child engaged in physical activities during the week.*