

Day 1

Intro: Pass out individual oatmeal “pies” to everyone and tell them our topic today deals with pies; the developmental PIES.

AREAS OF DEVELOPMENT



What does that mean?

How is a child's development like a jigsaw puzzle?

- Each piece is important to the whole puzzle!



- Individually the pieces are difficult to identify but when put together correctly, they form a beautiful, complete picture.
- With the development of children, it's difficult to discuss concept concerning one of the areas of development without figuring out how it relates to the other areas of their development.

P=Physical: Has to do with the body and motor skills (large & small) and activities that increase speed, strength and coordination.

I=Intellectual: This area has to do with learning, reasoning, problem-solving, practicing mental skills, literacy and understanding concepts.

E=Emotional: focuses on expressing feelings, fears, emotions and self-concept.

S=Social: This area deals with getting along with and interacting with others; things like sharing, taking turns, playing together and following rules.

Activity: Magnetic Board Sort

Have students randomly select cards with PIES examples written on them and decide which PIES quadrant each card belongs to. After students have placed them on the magnetic board in quadrants, evaluate placements as a group. Correct placements as needed.

View the following you tube clip and write down examples of each PIES area in the clip on a quadrant you create on the back of your notes sheet in preparation for the upcoming evaluation. You tube clip: <http://www.youtube.com/watch?v=rh3eNb16uCO>

Finally, as students wait for the bell to ring they can eat their oatmeal pies.

Day 2

Intro Activity: Practice applying the PIES to the following case study.



CASE STUDY



Four year old Libby woke up from her nap hungry. Her mother had promised that they would make muffins, a favorite snack. So mom read the recipe and helped Libby measure the ingredients and put them in the correct order. Mom even let her stir at appropriate times. She also lined the muffin tin with paper liners and helped pour the batter into them. When the muffins finished baking and came out of the oven, Libby squealed with delight saying "I did it.....I made muffins!" She was so proud of herself. Together, mom and Libby, enjoyed muffins with a cold glass of milk, which Libby poured by herself.

Identify the physical, intellectual, emotional, and social areas of development taking place in this scenario....



KEY



- Physical: small motor skills with stirring & pouring & lining muffin tins
- Intellectual: following directions, sequencing, & measuring
- Emotional: joy, pride, increased self-esteem
- Social: mom & child spending time together

Evaluation Options: (Teacher will select based on class and time frame.)

Option #1: Option #1: Students will write a scenario based on a randomly selected setting. The scenario should incorporate all of the areas of development: physical, intellectual, emotional, and social. It should also include a "key" identifying the PIES used. This may be neatly hand-written or typed. I then have students swap scenarios and answer the PIES relating to the scenario they now have. This way they get a grade for writing one and answering one. See attachment below for the list of scenarios.

Option #2: Students will create a Developmental Areas Mini-Poster by finding a picture of a child or children in an interactive situation with another person, preferably an adult or older sibling. Glue picture to the center of the poster. In the four corners, explain how each area of development is represented in this activity. Posters should be neat, creative and thorough in explanations. Be prepared to share and explain to the class. Hang around the room when finished.

Option #3: Complete the Developmental Building Blocks quiz along with the Picture Analysis writing assignment that will be on the SMARTBOARD.

