



CDA VIRTUAL CLASSROOM UNIT 5

Successful Solutions Professional Development LLC

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120 Hours of CDA training designed to meet the educational requirements to apply for the CDA Credential.



CDA Course Requirements

- ✓ Curriculum and expectations for this course.

CDA Process

- ✓ CDA Candidate Checklist
- ✓ CDA Credentialing Process Overview

CDA Portfolio

- ✓ CDA Professional Portfolio Template
- ✓ CDA Professional Portfolio Examples

Unit 5: Managing an Effective Program Operation

(15 clock hours)

In this Unit, the student will learn basic information about planning for an early care and education classroom. The daily schedule and weekly lesson plan are the planning tools that organize the daily routines and activities for the early childhood program. You will learn how curriculum and the planning and implementing of developmentally appropriate experiences and activities contribute to the management of your program.

Topic 1: Environments Which Nurture Children (1 hour)

Unit 5 Topic 1 Course Description:

1 Clock Hour

A well-arranged early childhood environment can help you meet young children's needs during play and routines. This topic highlights the importance of the environment and provides an overview of what to consider when creating and maintaining developmentally appropriate learning environments.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify the importance of the classroom environment on the learning process.
- ✓ Explain ways that environments inspire children's learning and keeps them engaged.
- ✓ Identify the components of a good early learning environment.



Topic 1 Content

1. [Unit 5: Topic 1: Agenda](#)
2. Planning the Early Childhood Environment
3. Healthy and Safe Environment
4. The Basics of the Room
5. Parent Communication Center
6. Dividing the Classroom
7. Age Appropriate Environment
8. Preschool Classroom
9. [□ Looking at Safe, Appropriate Environments \(1/3\)](#)
10. Technology in the Classroom
11. Summary: A Child Centered Environment
12. [□ End of Topic 1 Assessment Quiz \(2/3\)](#)
13. [□ Professional Portfolio: Resource CS I b Room Environment \(3/3\)](#)

Topic 2: Planning Developmentally Appropriate Activities (2 hours)

Unit 5 Topic 2 Course Description:

2 Clock Hours

This topic is designed to teach participants how to plan developmentally-appropriate activities for a group of children based on their ages and individual needs. Program planning involves taking each child's strengths, ability levels, capabilities, and temperament into consideration. This information gives teachers and caregivers the tools they need to create a well-balanced program that values diversity, respect, and inclusion. The following topic will assist in planning program activities for students with different learning styles, exceptionalities, and temperaments.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ List 3 early childhood teaching strategies to assist in the learning of young children.
- ✓ Explain what it means to promote diversity in your classroom.
- ✓ Define Intentional Teaching

Topic 2 Content

1. [Unit 5 Topic 2: Agenda](#)
2. Developmentally Appropriate Practice
3. What is Curriculum?
4. Learning Styles
5. Planning Activities for Young Children
6. Visual and Auditory Learning
7. Attention



8. Temperament
9. Factors Affecting a Child's Temperament
10. Influencing Temperament
11. Treating all Children Respectfully and Individually
12. Self-Identity
13. Planning for Exceptionalities
14. Six Categories of Exceptionalities
15. [☐Fostering Respect for Everyone \(1/2\)](#)
16. Curriculum Planning
17. Intentional Teaching
18. Applying Intentional Teaching Strategies
19. [☐End of Topic 2 Assessment Quiz \(2/2\)](#)

Topic 3: Back-to-School Transition Tools for the Early Childhood Teacher (2 hours)

Unit 5 Topic 3 Course Description:

2 Clock Hours

For early childhood teachers and students alike, back to school can be one of the most exciting times of the year, as well as one of the most stressful. This course serves as a refresher for veteran teachers and a helpful guide for new teachers for the beginning of the school year. It discusses topics such as lesson planning, back to school night, and establishing routines for classroom management. Numerous engaging activities and games to get to know your new students will be presented also.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain why it is necessary to conduct assessments on each child at the beginning of the year
- ✓ Discuss the significance of connecting with parents and guardians
- ✓ Describe how appropriate arrangement of the classroom encourages learning
- ✓ Discuss ways to create a welcoming classroom environment for students

Topic 3 Content

1. [Unit 5 Topic 3: Agenda](#)
2. Supportive Environment for Learning
3. Redesigning the Classroom
4. [☐Preparing the Classroom \(1/3\)](#)
5. Lesson Planning
6. Beginning of the Year Assessment
7. Back to School Night/Open House
8. Getting to Know Your Students



9. Providing Responsive Caregiving in Your Program
10. 10 Fantastic First Week of School Activities
11. Picture Books for the First Weeks of School
12. Creating a Classroom Community
13. Creating Classroom Rules with Children
14. Classroom Management
15. Classroom Management
16. [□ Classroom Management Strategies \(2/3\)](#)
17. [□ End of Topic 3 Assessment Quiz \(3/3\)](#)

Topic 4: Early Childhood Classroom Schedules and Routines (2 hours)

Unit 5 Topic 4 Course Description:

2 Clock Hours

Routines are critical to a well-run child care program that provides the basic fundamental needs for children of all ages. Planning routines creates a positive environment that can assist in social and emotional development as well as support for growing academic concepts and self-awareness. This topic provides beneficial information regarding establishing routines for periods throughout the day, as well as the intentions of establishing routines for children of all ages.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Identify strategies for helping children with separation anxiety
- ✓ Explain common routine challenges and how to overcome them
- ✓ Discuss with fellow child care professionals about the importance of routines
- ✓ Create a sample daily routine
- ✓ Analyze example daily routines for various age groups

Topic 4 Content

1. [Unit 5 Topic 4: Agenda](#)
2. Key Elements of the Daily Schedule: Routines
3. Routines and Schedules
4. [□ DAP Teaching Style \(1/4\)](#)
5. Learning Centers and Activities
6. Learning Activities
7. Routines
8. How to Establish a Routine
9. Arrival Routines
10. [□ Separation Anxiety \(2/4\)](#)
11. Morning Routine



12. Lunch or Mealtime
13. Afternoon Routine
14. Departure
15. [☐Routine Challenges \(3/4\)](#)
16. Procedures
17. Transitions
18. Transition Rhymes for the Classroom
19. Lesson Planning
20. [☐End of Topic 4 Assessment Quiz \(4/4\)](#)

Topic 5: Incorporating Montessori Elements in Program Planning (1 hour)

Unit 5 Topic 5 Course Description:

1 Clock Hour

Montessori instruction is a carefully planned out method of teaching children of all ages. This method is different from other teaching methods but is very effective. This course is designed for teachers, caregivers, child care professionals, and directors who are interested in learning about how they might include some Montessori elements in their existing programs. This course is not intended to provide Montessori accreditation, training, or certification by any means. Instead it is an informative and inspirational course that aims to educate the intended audience about the Montessori Method and how they may provide some common Montessori elements in their program to benefit the students in their care.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain how Montessori classrooms differ from traditional classroom settings.
- ✓ Describe how Montessori elements can benefit an early childhood program.
- ✓ State three elements of a Montessori program.
- ✓ Explain how to apply Montessori elements in their early childhood program.
- ✓ Identify and analyze what the role of the teacher is in a Montessori classroom.

Topic 5 Content

1. [Unit 5 Topic 5: Agenda](#)
2. Montessori Basics
3. Create a Montessori Environment
4. Montessori Materials
5. Montessori Program Planning
6. Independence
7. The Teacher



8. Community and Practical Life Skills
9. Community
10. [Traditional Classrooms vs Montessori \(1/5\)](#)
11. Benefits of Montessori
12. Montessori and Special Needs
13. Montessori Lesson Planning
14. Select Setting: Assessment Assignments

Infant/Toddler

15. [Lesson Plan: Shell Cleaning Practical Life Skills Practice \(2/5\)](#)
16. [Lesson Plan: Lentil Pouring Practical Life Skills \(3/5\)](#)
17. [Lesson Plan: Nature Sensory Board \(4/5\)](#)

Preschool

15. [Lesson Plan: Lentil Pouring Practical Life Skills \(2/5\)](#)
16. [Lesson Plan: Bean Sorting Fine Motor Skills \(3/5\)](#)
17. [Lesson Plan: Cutting Practice for Fine Motor Skills \(4/5\)](#)

Family Home Provider

15. [Lesson Plan: Hole-Punch Counting Practice \(2/5\)](#)
16. [Lesson Plan: Shell Cleaning Practical Life Skills Practice \(3/5\)](#)
17. [Lesson Plan: Nature Sensory Board \(4/5\)](#)

18. [End of Topic 5 Assessment Quiz \(5/5\)](#)

Topic 6: Organizing Learning Centers (1 hour)

Unit 5 Topic 6 Course Description:

1 Clock Hour

Early childhood classrooms are usually divided into carefully planned learning centers to help children discover and play. Here children can work in small groups, individually or with a teacher on concepts they are learning during whole group instruction. This topic serves as an introduction to learning centers including what areas to have in your classroom as well as how teachers can effectively organize and prepare centers.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe the need for quality learning centers in the early childhood classroom
- ✓ Explain why it is essential for educators to connect what students are being taught at group learning time to the concepts presented at learning centers
- ✓ Give examples of how to manage centers
- ✓ Explain how to arrange centers in their classroom to benefit students



Topic 6 Content

1. [Topic 6: Organizing Learning Centers * Agenda](#)
2. What are Learning Centers?
3. Typical Learning Centers in an Early Childhood Classroom
4. Typical Learning Centers in an Early Childhood Classroom
5. Why are Learning Centers Needed?
6. The Classroom Environment
7. [□ Learning Centers Themes \(1/2\)](#)
8. Arranging the Classroom
9. Managing Centers
10. [□ End of Topic 6 Assessment Quiz \(2/2\)](#)

Topic 7: The Dramatic Play Learning Center (2 hours)

Unit 5 Topic 7 Course Description:

2 Clock Hours

Many people often think of play as children running around the playground, climbing on the jungle gym, or shooting some hoops. However, this physical play is not the only type of play that children need. Dramatic or pretend play is a critical component in the development of young children. This course explores the significance of dramatic play and explains how educators can better organize the dramatic play center in their classrooms. Additionally, it includes unique ideas for pretend play that can be used.

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Describe the areas of learning the dramatic play center supports
- ✓ Explain the steps that should occur when preparing the dramatic play center
- ✓ Tell how to arrange the dramatic play area
- ✓ Explain the teacher's role while engaging in dramatic play with children

Topic 7 Content

1. [Topic 7: The Dramatic Play Learning Center * Agenda](#)
2. What is Dramatic Play?
3. Benefits of Dramatic Play
4. Benefits of Dramatic Play
5. Organizing the Dramatic Play Center
6. Dramatic Play Center Tour
7. Prepping for Dramatic Play
8. Prepping for Dramatic Play
9. [□ Supporting Children to Succeed \(1/6\)](#)
10. Select Setting: Assessment Assignments



Infant/Toddler

11. [☐ Lesson Plan: Car Wash Pretend Play \(2/6\)](#)
12. [☐ Lesson Plan: Drying Mittens Pretend Play \(3/6\)](#)
13. [☐ Lesson Plan: Raking Leaves Pretend Play \(4/6\)](#)
14. [☐ Lesson Plan: Make it Rain: Sensory Bin \(5/6\)](#)

Preschool

11. [☐ Lesson Plan: Pizza Parlor Dramatic Play \(2/6\)](#)
12. [☐ Lesson Plan: Gingerbread Man Dramatic Play \(3/6\)](#)
13. [☐ Lesson Plan: Flower Shop Dramatic Play \(4/6\)](#)
14. [☐ Lesson Plan: Garden Sensory Bin \(5/6\)](#)

Family Home Provider

11. [☐ Lesson Plan: Car Wash Pretend Play \(2/6\)](#)
12. [☐ Lesson Plan: Raking Leaves Pretend Play \(3/6\)](#)
13. [☐ Lesson Plan: Flower Shop Dramatic Play \(4/6\)](#)
14. [☐ Lesson Plan: Garden Sensory Bin \(5/6\)](#)

15. [☐ End of Topic 7 Assessment Quiz \(6/6\)](#)

Topic 8: Cooking Up Fun! (4 hours)

Unit 5 Topic 8 Course Description:

4 Clock Hours

A child's health is directly linked to the food that they eat. Guiding children, from a very young age, to choose healthy meals can pose a challenge for many educators and parents. Including the children in the process of preparing and cooking meals and snacks can support social development, health and safety skills, executive function, fine motor skill practice and more. This course will outline the benefits of cooking with children of all ages as well as some realistic suggestions and healthy recipe ideas. The culminating course assignment will be an opportunity for providers to create their own healthy cooking lesson plan to use when cooking with kids!

CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ Explain the connections between program planning, curriculum, and cooking
- ✓ State the lifelong benefits of cooking with children
- ✓ Describe the impact of cooking and social development in young children
- ✓ Summarize executive function as it relates to cooking
- ✓ Examine fine and gross motor skills as they relate to cooking



- ✓ Create a sample cooking activity for young children

Topic 8 Content

1. [Topic 8: Cooking Up Fun! * Agenda](#)
2. Cooking is King
3. [☐Cooking in Your Program \(1/12\)](#)
4. Toddlers can cook?
5. [☐Preparing Community Lunch Reflection \(2/12\)](#)
6. Cooking with Preschoolers
7. [☐Teaching Preschoolers about Cooking \(3/12\)](#)
8. School-age Chefs
9. [☐Connecting Cooking \(4/12\)](#)
10. Social Development and Cooking
11. [☐Check for Understanding * Social Development \(5/12\)](#)
12. Fine and Gross Motor Skills
13. Cooking Supports Motor Development
14. [☐Check for Understanding * Motor Skills \(6/12\)](#)
15. Executive Function while Cooking
16. [☐Check for Understanding * Executive Function \(7/12\)](#)
17. Cooking for Life
18. [☐Nutrition in the Kitchen \(8/12\)](#)
19. Making it Work
20. [☐Share Your Tips \(9/11\)](#)
21. Great List of Kid Friendly Recipes
22. [Creating Healthy Recipes Example Lesson Plan](#)
23. [☐End of Topic 8 Assessment Quiz \(10/11\)](#)

[☐Competency Statement #5 \(11/11\)](#)

Unit 5 Evaluation Form

Unit 5 Review

Glossary of Terms

ADHD

Attention deficit hyperactivity disorder (ADHD) is a brain-based syndrome that has to do with the regulation of a particular set of brain functions and related behaviors. These brain operations are referred to as “executive functioning skills” and include important



functions such as attention, concentration, memory, motivation and effort, learning from mistakes, impulsivity, hyperactivity, organization, and social skills.

Analogy

A comparison between two things, typically for the purpose of explanation or clarification.

Atypical development

Atypical development is when development doesn't follow the normal course.

Cognitive Development

Skills learned that are related to thinking and reasoning. This development takes place from childhood through adulthood.

Culture

The unique collection of beliefs, practices, traditions, valued competencies, world views, and histories that characterize a group of people.

Development

Development refers to the gradual and predictable process of increasingly complex changes that occur over the course of a lifetime. Early childhood development follows the first, and most important, phase of human development: from birth to age eight.

Developmental Continuum

A continuum is a continuous sequence or progression. Development moves from the general to the specific, from large to small, simple to complex, and concrete to symbolic. A developmental continuum outlines the predictable order or expected progression of skills.

Developmental Milestones

Term describing memorable accomplishments in child's growth. Examples include: rolling over, crawling, walking and talking.

Developmental Stages

An expected, sequential order of obtaining skills that children typically go through. Examples include: crawling before walking and using fingers to feed themselves before using utensils.



Developmentally Appropriate Practices

Developmentally Appropriate Practice (DAP) means you use knowledge about child development to create a program that is suitable for the age and stage of development of your group of children. At the same time, your program considers the needs of the individual child.

Diversity

Refers to differences and/or heterogeneity of human qualities that are present in individuals, groups, society, and institutions. Examples include: age, ethnicity, educational background, learning styles and abilities.

Executive Function

Executive functions are a set of cognitive processes that are necessary for the cognitive control of behavior. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. These skills are controlled by an area of the brain called the frontal lobe.

Fine Motor Skills

Fine motor skill is the coordination of small muscles, in movements—usually involving the synchronization of hands and fingers—with the eyes. The complex levels of manual dexterity that humans exhibit can be attributed to and demonstrated in tasks controlled by the nervous system.

Gross Motor Skills

Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts and movements. Crawling, running, and jumping are gross motor skills.

Growth

Growth differs from development in that it usually means an increase in size or physical maturation—not an increase in the complexity of changes.

Inclusion

The practice allowing children with special needs to spend most or all of their time with typically developing children. Inclusion is about the child's right to participate and the program or school's duty to accept the child. Inclusion rejects the use of special programs or classrooms to separate children with disabilities from children without disabilities with the belief that:



- All children can learn and benefit from education.
- Schools and programs should adapt to the needs of children, rather than children adapting to the needs of the program or school.
- Individual differences between children are a source of richness and diversity.

Infant

Infant means a child birth through 12 months of age.

Language

A system for communicating ideas and feeling using sounds, gestures, signs or marks.

Learning Styles

The way an individual adapts to his/her learning environment.

Literacy

An individual's ability to read, write, communicate and comprehend.

Mandated Reporter

Mandated reporters are individuals who, in the ordinary course of their work and because they have regular contact with children, are required to report (or cause a report to be made) whenever physical, sexual, or other types of abuse has been observed or is suspected, or when there is evidence of neglect, knowledge of an incident, or an imminent risk of serious harm.

Motor Skills

A person's ability to use large and small muscle groups. Gross motor skills refer to the use of large muscles in activities such as running or jumping. Fine motor skills refer to small muscle coordination required for things like writing or buttoning a shirt.

National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a large nonprofit association in the United States representing early childhood education teachers, para-educators, center directors, trainers, college educators, families of young children, policy makers, and advocates.

Prenatal

Occurring or existing before birth.



Prenatal development

The process of growth and development within the womb, in which a single-cell zygote (the cell formed by the combination of a sperm and an egg) becomes an embryo, a fetus, and then a baby.

Preschool-age

Preschool age child means a child 3 through five years of age.

Red Flags

Red flags are warning signs that development may be delayed or atypical. These red flags are noticed when children don't meet milestones as expected.

Self-Regulated Behaviors

The ability to control one's emotions and behaviors.

Sensorimotor Stage

The sensorimotor stage is the first of the four stages Piaget uses to define cognitive development. The infant explores through direct sensory and motor contact, putting objects into their mouth. Separation anxiety and object permanence develop during this stage.

Serve and Return

Serve and return is also referred to as call and response or reciprocity. Serve and return interactions shape brain architecture. When an infant or young child cry, and an adult responds appropriately, neural connections are built and strengthened in the child's brain that support the development of communication and social skills.

Special Needs

This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

The Concept of Continuum

The continuum concept is the idea that in order to achieve optimal physical, mental and emotional development, human beings — especially babies — require the kind of experience to which our species adapted during the long process of our evolution.

Toddler

Toddler means a child twelve months through thirty-six months of age.



