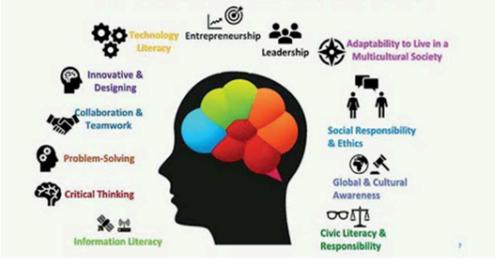




STEAM-Based Curriculum Development for Early Childhood Care and Development  
 International Project for Capacity Development of Early Childhood Development Teachers  
 The South Asian International Association for Early Childhood Care and Development (SAIA4ECCD) and  
 The International Association for Quality Education (IAFQE)

Day Plan for Early Childhood Care and Development - 2025

Name of School	Sparkling International PreSchool
Class	Upper Kindergarten (UKG) (Age 4 to 5 Years)
Number of Students in the Class	20
Name of Teacher	Mrs. Shiroza
Month	February
Date	
Duration (Minutes)	180
Theme of the Week:	My self
Sub Theme (Aim)	My Relations
Learning Outcomes	<ol style="list-style-type: none"> <li>1. <b>Create:</b> Making paper dolls, creating a playhouse with relations.</li> <li>2. <b>Evaluate:</b> Sorting family members (students, workers, etc.), counting relatives.</li> <li>3. <b>Analyze:</b> Visiting relatives' places, expressing the family trip.</li> <li>4. <b>Apply:</b> Sorting and categorizing family roles.</li> <li>5. <b>Understand:</b> Recognizing family members' roles.</li> <li>6. <b>Remember:</b> Recalling family relations.</li> </ol>
Values to be inculcated	<p><b>Respect:</b> Understanding and appreciating family roles.  <b>Responsibility:</b> Learning the duties each family member carries out.  <b>Unity:</b> Emphasizing the importance of family connections and working together.  <b>Love:</b> Caring for and valuing each family member.  <b>Creativity:</b> Using imagination to express family roles and relationships.</p>
21st Century Skills Set	<b>Critical Thinking:</b> Sorting and analyzing different family roles and relationships.

	<p><b>Collaboration:</b> Working together during activities like creating the playhouse or discussing family trips.  <b>Creativity:</b> Making paper dolls and expressing family through craft and play.  <b>Communication:</b> Sharing thoughts about family members and trips.  <b>Problem-Solving:</b> Sorting family members into categories (e.g., students, workers, etc.).</p>
<p>Specific Aspects of the National Standards</p>	<p>Making play house with relations          Visiting to relations place (play)          count mother's relatives and father's relatives separately.          Creating family relatives using a paper doll for a craft activity          Sort up the students, workers, house wives, babies among the relations          Express the family trip</p>
<p>Multiple Intelligences</p> 	<p><b>Linguistic Intelligence:</b> Discussing family members and relationships.  <b>Logical-Mathematical Intelligence:</b> Counting relatives and sorting them into categories.  <b>Spatial Intelligence:</b> Creating a playhouse and paper dolls.  <b>Interpersonal Intelligence:</b> Interacting and collaborating with peers during family activities.  <b>Intrapersonal Intelligence:</b> Reflecting on family roles and personal connections.  <b>Bodily-Kinesthetic Intelligence:</b> Moving and playing during the activity of visiting relatives' place</p>
<p>SDG Goals</p> 	<p><b>Quality Education (Goal 4):</b> Learning about family roles and relationships in a creative and inclusive way.  <b>Gender Equality (Goal 5):</b> Recognizing and respecting all family members, regardless of gender.  <b>Reduced Inequalities (Goal 10):</b> Encouraging equal participation of all family members in activities.  <b>Sustainable Communities (Goal 11):</b> Strengthening family bonds and promoting community-based activities.</p>
<p>STEAM Education</p>	<p><b>Science:</b> Understanding roles and relationships within a family from a social perspective.</p>

	<p><b>Technology:</b> Using craft tools to create paper dolls and playhouses.  <b>Engineering:</b> Building the playhouse and organizing family members.  <b>Art:</b> Designing and decorating paper dolls and family craft activities.  <b>Mathematics:</b> Sorting and counting relatives into different categories.</p>
<p>Greening Education</p> 	<p><b>Greening Education</b> encourages teaching about family roles while promoting environmental awareness. Activities like using recyclable materials for crafts help connect family learning with sustainability.</p>
<p><b>Type of Learners</b>                  Body Smart (Kinesthetic)                  People smart (Interpersonal)                  Word smart (Linguistic)                  Logic smart (Logic)                  Nature smart ((Environmentalist)                  Self Smart (Intrapersonal)                  Picture smart (Visual)                  Music smart (Auditory)</p>	<p><b>Word Smart</b> Discussing family members and relationships.  <b>Logical-Smart</b> Counting relatives and sorting them into categories.  <b>Visual Smart</b> Creating a playhouse and paper dolls.  <b>People Smart</b> : Interacting and collaborating with peers during family activities.  <b>Self Smart</b> Reflecting on family roles and personal connections.  <b>Body Smart:</b> Moving and playing during the activity of visiting relatives' place</p>
<p>Previous Knowledge</p>	<p>Knowing who their family members</p>
<p>Teaching/Learning Points</p>	<p><b>Family Understanding:</b> Learn about different family members and their roles.  <b>Sorting Skills:</b> Practice sorting family members into categories like students, workers, or housewives.  <b>Creativity:</b> Use crafting to create paper dolls and build a playhouse.  <b>Communication:</b> Discuss family trips and experiences.  <b>Respect and Responsibility:</b> Understand the duties and importance of each family member</p>

Flow of Actions							
Timing	Duration (Minutes)	Lesson Activity	Teaching Method	Teacher's Role (Teaching Strategies)	Student's Role	Teaching Aids/Resources	Assessment
7:30 - 8:00 am	30	Welcome to Preschool	Collaborative Learning (CL)	Greet students, encourage group interaction.	Engage with peers, introduce themselves.	Welcome songs, name tags.	Observe student participation and interaction.
8:00 - 8:30 am	30	Free Activities in play area	Experiential Learning (EL)	Set up different play stations, guide students to explore.	Explore different play areas, use imagination.	Blocks, toys, outdoor materials.	Observe engagement and creative play.

8:30 - 9:00 am	30	Religious activities and Morning Circle	Blended Learning (BL)	Combine religious stories and songs.	Participate in singing and listening.	Religious books, audio, props.	Participation in the circle, respect shown.
9:00 - 9:20 am	20	Making Family Picture Book (Pasting Favorite Things)	Project-Based Learning (PBL)	Introduce the activity, demonstrate how to paste pictures.	Create a picture book by pasting favorite things.	Paper, glue, scissors, magazines.	Assess creativity and relevance of pasted images.
9:20 - 9:40 am	20	Visiting Relatives' Places (Role Play)	Problem-Based Learning (PBL)	Set the scene for a family visit, guide role-playing scenarios.	Act out visiting relatives, interact in family roles.	Family photos, props for role play.	Evaluate understanding of family roles.
9:40 - 10:10 am	30	Counting Family Members (Sorting)	Inquiry-Based Learning (IBL)	Encourage questions about family roles and relations.	Sort and count family members into categories.	Flashcards with family member roles.	Evaluate understanding of counting and sorting.
10:10 - 10:30 am	20	Expressing Family Trip (Storytelling)	Design Thinking (DT)	Guide students to plan and express their family trip ideas.	Share ideas and create a family trip story.	Paper, markers, storytelling prompts.	Assess storytelling and creativity in ideas.
10:30 - 10:50 am	20	Creating Family Relatives (Paper Dolls Craft)	Real World Application (RWA)	Demonstrate how to create paper dolls representing family members.	Make paper dolls and assign roles to family members.	Paper, crayons, scissors, glue.	Observe creativity and understanding of family roles.
10:50 - 11:10 am	20	Sorting Family Roles (Students, Housewives, Workers)	Collaborative Learning (CL)	Guide students to group family members based on roles.	Participate in sorting family roles with peers.	Flashcards with family member roles.	Assess accuracy in sorting and teamwork.
11:10 - 11:30 am	20	Family Members Song	Flipped Classroom (FC)	Review the song beforehand, allow students to sing along.	Sing and remember the family members' song.	Song lyrics, audio.	Evaluate participation and recall of the song.
11:30 - 12:00 pm	30	Reflection and Discussion (Family Trip Expression)	Inquiry-Based Learning (IBL)	Facilitate a discussion about what was learned through the activities.	Share thoughts and reflections about their family trips.	Chart paper for notes, markers.	Assess understanding through group discussion.
Research Project/ (Assignment)							

Note: try to at least one : Indoor Activity Outdoor activity, story, Rhyme, Hands on Activity, Discussion(Conversations)

