

## ECE 211 Creative Arts and Literacy Activity Plan (Lesson Plan)

**Designed by: Denise Lopez -Flores**

**Curriculum Unit: Plants**

**Sub-Topic:Parts of plants**

<b>FRAMING THE LESSON</b>													
<p><b>Topic:</b> How is this activity (lesson) developmentally appropriate and culturally responsive for this group of learners?</p>	<p>The topic to this activity is important for children because they can build a connection with nature and learn about responsibility.</p>												
<p><b>Big Ideas:</b> What BIG IDEAS (concepts) will you explore with this activity? Think about your curriculum topic.</p>	<p>Through this topics some topics we will explore are the function of each part of the plants as well as how they might look different depending on the plant.</p>												
<p><b>Content Focus:</b> Circle or highlight at least three content areas you will address with this activity</p>	<table style="width: 100%; border: none;"> <tr> <td style="background-color: #FF00FF; padding: 2px;">Visual Arts</td> <td style="padding: 2px;">Musical Awareness/Performance</td> <td style="padding: 2px;">Creative Movement/Dance</td> </tr> <tr> <td style="padding: 2px;">Oral storytelling</td> <td style="padding: 2px;">Storytelling through theater/puppets</td> <td style="padding: 2px;">Storytelling through drawing</td> </tr> <tr> <td style="padding: 2px;">Invented writing</td> <td style="padding: 2px;">Using Books as a Resource</td> <td style="padding: 2px;">Science</td> </tr> <tr> <td></td> <td></td> <td style="padding: 2px;">Social Studies</td> </tr> </table>	Visual Arts	Musical Awareness/Performance	Creative Movement/Dance	Oral storytelling	Storytelling through theater/puppets	Storytelling through drawing	Invented writing	Using Books as a Resource	Science			Social Studies
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<b>KNOWING THE LEARNERS</b>	
<p><b>AGE RANGE: 3-5 years</b></p>	
<p><b>Current Development:</b> What do you know about the children's cognitive, language, and social development?</p>	<p>Cognitive -they have awkward writing, and fine motor skills are not well developed                      Language-they are loud, talkative and very imaginative                      Social-still need help expressing themselves and seek approval from adults.</p>

<p>How will this affect their engagement in your planned activity?</p>	
<p><b>Socio-cultural context:</b> Describe a group of children you could anticipate working with in a NYC early childhood classroom, e.g., cultural backgrounds, learning styles, languages spoken, and lived experiences.</p>	<p>There are many learning styles like visual learners and some that learn through listening. As well as some that need more assistance and or time to finish assignments or children that might not talk the same language as me.</p>

<p align="center"><b>PREPARING THE LEARNING ENVIRONMENT</b></p>		
<p align="center"><b>MATERIALS</b></p>	<p align="center"><b>LEARNING CENTERS</b></p>	<p align="center"><b>EVENTS/RESOURCES</b></p>
<p>What materials will you need to teach this activity? Think about the lesson from beginning to end and everything you will need to teach it (e.g., chart paper or smartboard).</p> <p>Which book(s) you will use to introduce the topic? What materials will you need for the introduction, the learning activity, and the reflection?</p>	<p>How will you modify the learning centers and bulletin boards in the classroom to support this activity?</p> <p>Think about materials, books, toys, props and how you might organize your learning centers to bring the curriculum topic into that center.</p>	<p>What might you need to arrange <i>in advance</i>?</p> <p>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</p>
<p>Book -“ little seed” by - “Plants feed me”by Construction paper Crayons Tape Brown yarn</p>	<p>I would add different plant books in the classroom library and have a section dedicated to it. As well ass having plats n the classroom to watch them grow throughout the school year like a golden pothos.</p>	<p>Some things i might have to arrange in advance are having plants in the class room low maintenance ones so that children can be familiar with plats.</p>

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## THE LESSON (LEARNING EXPERIENCE)

**Spark/Introduction:** How will you introduce the topic (spark interest)? What book(s) will you read? What will the discussion be like at the meeting space? How will you introduce the BIG IDEAS of this curriculum topic? What will you do or say to engage the children?

- To introduce the topic and the book I will start by asking the class what they know about plants? Do they know what they look like? I will then read the book while stopping and focusing on the pictures and further explaining the names of the parts. After reading the book I will ask if they can move their bodies around and stand like a pants.

**Activity: Remember: This should be a creative hands-on learning activity. The children should be actively engaged in learning through play and exploration.** What will the creative arts activity be? How will you connect it with the book? With the curriculum topic? Describe the step-by-step procedure. What will you say exactly? What will you do (demonstrate, scaffold, facilitate)? What will the children be doing?

- The creative activity consists of 6 children drawing parts of a pant that we went over using the books we read. I will be sitting with them and have the books in hand for reference if they need it. The children will draw on paper using crayons, then work together to place the parts in the correct place.

**Reflection:** After they complete the activity, what questions will you ask that will help them reflect on the BIG IDEAS and essential questions of this curriculum topic?

- After the activity the children and I will gather in the meeting area once again and I will ask them what did they like about the activity? What parts did they learn about today? Did they notice anything when putting the parts together? Using these questions it will help children make connections and contribute ideas with the class while focusing on the big ideas.

**Extension:** What could you do on another day to follow up and build on this activity?

- **I could follow up this activity by having children make their own class garden by planting seeds in a cup, Or even have them make their own plant art supplies.**

**Language and Literacy:** List 5-10 target vocabulary words you will introduce in this lesson. Remember, these should be **challenging** vocabulary words).

- **Growth**
- **Stem**
- **Soil**
- **Stem**
- **Seed**
- **Leaves**
- **Blossom**

**Differentiation:** Describe how you will modify this activity for children with different learning styles and needs (e.g., emergent bilingual, special needs, physically active, etc.)

- I could modify this activity by giving children more time if needed as well as one on one guidance and simplified instructions.

### NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS

How does your lesson connect with the New York State Pre-K Learning Standards? Choose one standard in each domain that is addressed in this activity. Be specific—choose standards that are **actually targeted** by this learning activity

Domain 1: Approaches to Learning	<a href="#">PK.AL.#</a> . Approaches tasks and problems with creativity , imagination, and willingness to try new experiences,experiments, to further knowledge
Domain 2: Physical Development and Health	1. Uses senses to assist and guide
Domain 3: Social and Emotional Learning	4. Develops positive relationships with their peers
Domain 4: Communication, Language, and Literacy	4. Demonstrates a growing receptive vocabulary
Domain 5: Cognition and Knowledge of the World	<a href="#">5.pk.arts.18</a> B. distinguishes between

### AUTHENTIC ASSESSMENT

How will you determine whether the children have learned what you wanted them to learn about the curriculum topic? What evidence will you gather to assess each child's developmental progress?

- To determine if the children have learned through the lesson i will observe if they use the new vocabulary , and over all progress through the activity and how they are able to interact in the activity.