

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

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Curriculum Unit: All About Me

Sub-Topic: Who I Am

FRAMING THE LESSON													
<p>Topic: How is this activity (lesson) developmentally appropriate and culturally responsive for this group of learners?</p>	<p>This activity is developmentally appropriate for Pre-K children because it helps them learn about self-identity, emotions, and what makes each person unique. Young children enjoy talking about themselves, their families, and their interests. It is culturally responsive because every child can share their own background, family traditions, language, and personal experiences. It promotes respect for differences and helps children feel valued and included.</p>												
<p>Big Ideas: What BIG IDEAS (concepts) will you explore with this activity? Think about your curriculum topic.</p>	<p>Children will explore who they are, how they express their feelings, and how they connect with their families, classmates, and community. Through play, art, movement, and discussion, children will learn that everyone is unique, valued, and part of a larger community.</p>												
<p>Content Focus: Circle or highlight at least three content areas you will address with this activity</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none; padding: 5px;">Visual Arts</td> <td style="border: none; padding: 5px;">Musical Awareness/Performance</td> <td style="border: none; padding: 5px;">Creative Movement/Dance</td> </tr> <tr> <td style="border: none; padding: 5px;">Oral storytelling</td> <td style="border: none; padding: 5px;">Storytelling through theater/puppets</td> <td style="border: none; padding: 5px;">Storytelling through drawing</td> </tr> <tr> <td style="border: none; padding: 5px;">Invented writing</td> <td style="border: none; padding: 5px;">Using Books as a Resource</td> <td style="border: none; padding: 5px;">Science</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none; padding: 5px;">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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KNOWING THE LEARNERS	
<p>AGE RANGE: 3-5 years</p>	
<p>Current Development:</p>	<p>Children at this age learn best by doing. They enjoy using their hands, moving around, and exploring materials. The self-portrait activity will help keep them interested and involved. They are also beginning to show their ideas</p>

<p>What do you know about the children’s cognitive, language, and social development? How will this affect their engagement in your planned activity?</p>	<p>through drawings, even if their fine motor skills are still developing, so their work may be simple but meaningful. In terms of language, children are very talkative and enjoy sharing their thoughts. They are learning new words and ways to express themselves, so I will support them by modeling language and encouraging them to talk about their features and what makes them special. When it comes to social development, children are learning how to interact with others, take turns, and express their feelings. They still need guidance and support, especially when using words instead of actions. This activity will help them practice sharing, listening, and building confidence as they talk about themselves and learn about others.</p>
<p>Socio-cultural context: 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>In Maspeth, Queens, this pre-K classroom reflects a historically Polish and Italian-American neighborhood that’s becoming increasingly diverse. The class includes children from Latinx and South Asian immigrant families alongside long-term residents. Many students live in single-family or small multi-family homes, and some speak Polish, Spanish, or Bengali at home. A few are multilingual learners (MLLs), and many live in multigenerational households. While Catholicism remains common, the community’s religious landscape is broadening.</p>

PREPARING THE LEARNING ENVIRONMENT

MATERIALS	LEARNING CENTERS	EVENTS/RESOURCES
<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 as field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</p>

<p>For the introduction, I will use <i>This Story Is For You</i> by Greg Pizoli, a carpet area for circle time, and a mirror for modeling. During the learning activity, I will need materials such as construction paper, crayons and markers (including multicultural skin-tone colors), glue sticks, child-safe scissors, individual mirrors, yarn, colored paper, stickers, magazines, and optional family photo copies. For the reflection, I will use the children's completed artwork and a wall or bulletin board space to display their work.</p>	<p>In the Library , there will be a book bin filled with books that support the topic.</p>	<p>I may ask families to send in a small family photo or pictures of things their child likes to help children create meaningful self-portraits and collages. I will prepare mirrors, art materials, sensory materials, and classroom visuals before the activity begins. I may also invite families to share about their child's culture, interests, or home language so children can feel represented and included in the classroom.</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?

I will gather the children on the carpet and begin by asking them questions such as what makes them special and what they like about themselves. After listening to their responses, I will explain that everyone is special and unique in their own way. I will then sing a short song about being special using the tune of “Twinkle, Twinkle, Little Star.” After the song, I will transition into reading This Story Is For You.

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 arts activity will be an “All About Me” self-portrait collage where children explore who they are and what makes them special. This connects to This Story Is For You because the book emphasizes that everyone is unique and one of a kind. It also connects to the curriculum topic and subtopic “Who I Am” by allowing children to express themselves and their interests through art. I will introduce the activity by explaining that just like in the story, everyone is special and different. I will model how to draw a simple self-portrait and point out facial features using a mirror. I will guide children by asking questions such as, “What do you notice about your face?” and “What makes you you?” to support their thinking. Children will look at themselves in mirrors, draw and decorate their self-portraits using crayons, markers, yarn, and stickers, then cut them out and glue them onto construction paper. They will add drawings or pictures of things they like, such as family or favorite activities. Throughout the activity, I will support and encourage children as they share and express who they are.

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?

Students will sit in a circle and share their self-portrait collage with the class. Each child will say one thing that makes them special, such as something they like, something they are good at, or something about their family. I will remind students that everyone is unique and important. This reflection helps children build confidence, speaking skills, and respect for others.

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

On another day children can explore a sensory bin filled with sand and search for hidden objects or picture cards. As they find each item, they will decide if it is something they like and sort it, making the decision on what resonates with themselves or interests. When children find something they like they could share their choices with others. This activity helps children explore their preferences and express who they are.

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

Unique
Similar
Different
Features
Identity
Characteristics
Expression
Emotions
Community
Interests

Learning Modalities: Describe how this activity provides opportunities to use at least three different learning modalities.

Musical Intelligence

Children will participate in songs and movement activities connected to feelings, identity, and classroom community.

Body-Kinesthetic Intelligence

Children will engage in hands-on activities such as creating self-portraits, using playdough, sensory exploration, and movement activities.

Intra-Personal Intelligence

Children will reflect on their feelings, interests, and personal experiences while expressing what makes them unique.

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 will support children in different ways based on their learning styles and needs. I will encourage emergent bilingual children to use both their home language and English during discussions and activities. I will provide visual supports, mirrors, picture cards, and modeled examples to help children understand directions and express their ideas. Children with fine motor challenges may use larger art materials or receive assistance with cutting and gluing. Physically active children will have opportunities to move around the classroom while gathering materials and sharing their work. I will provide extra guidance, encouragement, and flexible support to help all children participate in a comfortable and meaningful way.

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

<p>Domain 1: Approaches to Learning</p>	<p>PK.AL.3 Approaches tasks and problems with creativity, imagination, and willingness to try new experiences.</p> <p>Children use different art materials to create self-portraits and express their own ideas and identity.</p>
<p>Domain 2: Physical Development and Health</p>	<p>PK.PDH.5 Demonstrates eye-hand coordination and fine motor skills.</p> <p>Children use crayons, markers, glue, scissors, and collage materials to create their self-portraits.</p>
<p>Domain 3: Social and Emotional Learning</p>	<p>PK.SEL.2 Recognizes self as an individual having unique abilities, characteristics, feelings, and interests.</p> <p>Children describe themselves, their interests, and what makes them unique through discussion and art.</p>

<p>Domain 4: Communication, Language, and Literacy</p>	<p>PK.AC.1 Demonstrates motivation to communicate.</p> <p>Children participate in discussions, answer questions, and share ideas about themselves and their artwork.</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>PK.SOC.1 Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community.</p> <p>Children create self-portraits and talk about their physical features, interests, and personal experiences. During the activity, they recognize what makes them unique while also learning that they are part of a classroom community where everyone is important and different.</p>

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?

I will determine whether children learned about the curriculum topic by observing how they participate during activities, play, and discussions. I will listen to how children talk about themselves, their feelings, their families, and their classroom community to see if they understand and connect to the topic. I will also observe how children interact with others, express emotions, and participate in different classroom experiences. To assess each child's developmental progress, I will gather evidence through observation notes, children's artwork, photographs, and conversations during activities. I will pay attention to children's language skills, social interactions, creativity, emotional expression, fine motor skills, and participation throughout the curriculum.

