

ECE 211 Literature-Rich Creative Arts Activity Plan (Lesson Plan)

Your Name: Ashley Maldonado **Curriculum Unit:** Community Helpers **Sub-Topic:** People who work with food

FRAMING THE LESSON	
<p>Rationale: Why are you teaching this lesson? How does it fit within your curriculum topic?</p> <p>Why is this lesson developmentally and culturally appropriate for this group of learners?</p>	<p>Allows children to understand the importance of people who keep us healthy and how they help with the community.</p> <p>Children will be able to understand how people come together to help out each other in a community. They will be able to gain insight into how they would help the community and get a sense of self-identity. Children will have the opportunity to experience new perspectives and get an idea of the big world around them.</p>
<p>Learning Objectives/Big Ideas: What BIG IDEAS (concepts) will you explore with this activity?</p> <p>What are the essential questions you want children to think about regarding this topic?</p> <p>What do you want students to understand or be able to do as a result of this learning activity?</p>	<p>Big Ideas: Helping, Responsibilities, Community, Jobs, Unity</p> <p>Essential Questions: Why are community helpers important? What tools do different community helpers use in their work? How do community helpers make our community a better place to live?</p> <p>Teaching children about community helpers at an early age helps them begin to understand the world around them. It helps them understand the value of how each person contributes to their everyday life. It also allows children to get an idea of how they would like to help their community in the future, by allowing them to imagine themselves as a particular community helper. It also teaches children how to know what to look for if they need something in an emergency. Children will know who each helper is and what tools they use to help the community. It allows children to practice teamwork, and help each other as well. It also teaches some new vocabulary words and critical thinking as they emerge in their development. It gives them an outlook into the world that they live in and prepares them for whatever is next.</p>
<p>Content Focus/Skills:</p>	<p>Visual Arts Musical Awareness/Performance Creative Movement/Dance</p>

Highlight at least three content areas you will address with this activity (at least one creative arts content area)	Oral storytelling	Storytelling through theater/puppets	Storytelling through drawing
	Invented writing	Using Books as a Resource	Science Social Studies

KNOWING THE LEARNERS

<p>AGE RANGE: 3-5 years Current Development: What do you know about the cognitive, language, physical and social-emotional development of Pre-K children (ages 3-5)? Reference child development theory. How will children’s development affect their engagement in your planned activity?</p>	<p>At this age, children are actively thinking and learning. Children use objects and actions to engage and represent certain things. They are able to recall stories and past events at this time. Children are able to understand more complex language and are able to form questions and be curious about concepts. Children are also able to interact with their peers and share stories and take turns with each other. They often imitate Adults in play and other social roles they observe. For this activity, children will be able to remember their experiences when they went to the doctor. They will be able to learn new words related to doctors offices. They will be curious about how doctors actually help the community and if they gain an interest in wanting to be a doctor in their future. Children should be able to imitate the social rules of the doctors that they have experienced when they are in pretend play.</p>
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<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 experience.</p>	<p>NYC early childhood classrooms include diversity across racial, ethnic, economic, and linguistic groups. Children will have different perspectives that they have experienced in their life and they are able to bring it into the classroom. This activity will include all children that have different learning styles and who speak different languages and have different backgrounds. All children have gone to the doctors. They may have been too different doctors and had different experiences and they will be able to share that with their peers in their classroom, but it is something all the children will have in common and experience together.</p>
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PREPARING THE LEARNING ENVIRONMENT

<p>MATERIALS: What materials will you need to teach this learning activity (e.g., book to introduce the topic, chart paper, writing/drawing materials, etc.)?</p>	<p>Children will need the following materials for this planned activity: Pipe cleaners Cut up straws Aluminum foil</p>
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<p>Think about the lesson from beginning to end and everything you will need to teach it. Be specific and be thorough.</p> <p>Which book will you use to introduce the topic?</p>	<p>Pom-poms Glue Scissors Foam Stickers I will be starting off by reading the book People Who Keep Us Healthy by Janet Preus.</p> <p>I will have the different doctors on chart paper and ask the children what they would like to be in the future.</p>
<p>PHYSICAL ENVIRONMENT: How would you modify the physical environment of the classroom (e.g., learning centers, bulletin boards) 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>My classroom will have props of things that go into a healthcare office. I will have some pictures of x-rays. I will also have some extra bandages for the dramatic place center. I will make sure that it is filled with some costumes for each healthcare professional. My sensory center will be based off of a dentist and then the arts and craft center will be for the stethoscopes. The block center will be filled with ambulances. Children can build hospitals or garages for the ambulances and use people's figures. My sensory center will be based off of dentistry and then the arts and craft center will be for the stethoscopes. The block center will be filled with ambulances children can build hospitals or garages for the ambulances and use people figures to save them. and help them.</p>
<p>EVENTS/RESOURCES: What might you need to arrange <i>in advance</i>? (e.g., asking for supplies from home, etc.)</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>In advance, I will have a circle of aluminum foil ready for the art activity. I will have all of my materials ready for the day set up nicely on the table. I will ask the school nurse if she wants to come and share how she helps the school and the community. Maybe there's even a parent or grandparent(who is or was a healthcare worker) that can come in and share how they help their community as well.. Maybe there's even a parent or grandparent that can come in and share how they help their community as well.</p>
<p>THE LESSON (LEARNING EXPERIENCE)</p>	

<p>Introduction: What will you do or say to engage children in this learning experience? How will you introduce the topic and spark interest? What book will you read? What will the discussion be like at the meeting space? How will you introduce the BIG IDEAS of this lesson? (Write your exact words)</p>	<p>I will start at the meeting space with the whole group reading the book people who keep us healthy by Janet Reyes</p> <p>Throughout the book, I will ask children if they know what a word is. There will be some words that are a bit confusing to children, so I will be ready to give them the definition. After reading, I will ask children about the different tools that have been described in the book. I will ask them Which type of community helper in the book they would like to be one day. I will keep a note of that next to me as well. I will also ask the children if they know any person who keeps us healthy. If they did, they are more than welcome to share their experience. After connecting with the book and asking children about their experiences and giving them definitions of some vocabulary, I will tell them what they are going to do today and send them off to the activities.</p>
<p>Learning Activity: Describe the step-by-step procedure:</p> <ul style="list-style-type: none"> ● What will you say exactly? ● What will you do (demonstrate, scaffold, facilitate)? What will the children be doing? <p>Describe the creative arts activity.</p> <ul style="list-style-type: none"> ● How is it connected to the curriculum topic? ● How is it connected to the book you read? <p>Children should be actively engaged in the learning (child-centered, not teacher-centered; no ditto sheets; no skills drills).</p>	<ol style="list-style-type: none"> 1. I would ask some questions such as: First think of what tools a doctor needs to use to help our community? What is the name of the tool you are making? What color are you going to make your stethoscope? Are you going to add any stickers on your stethoscope? How do doctors/veterinarian/nurses use this stethoscope? Do they put it on their feet? How are you going to get the straw to go around the pipe cleaner?" 2. There will be a model for children to look at if they need inspiration. I will ask some questions on how they think they should do it first before telling them how to actually do it. 3. After children are done making their stethoscopes, they can go into the dramatic play area. They can then play with others and pretend to be each other doctors or patients. There will be animal and human puppets there for them to play with. They're interested in baby dolls. They can play with those as well. As they are in the dramatic place center, I will jump in and ask if I can be a patient. I will then be exaggerated with emotions of fright and to be scared and ask some questions such as " what are you using on me? What does that do? I have a pain in my arm? What do I need? I'm scared of the doctors? Should I be scared?"

	4. After my small performance, I will then go around to other groups and observe them and collect data.
Reflection: After they complete the activity, what questions will you ask that will help them reflect on the BIG IDEAS and learning objectives?	After the end of the activity, we will go to the meeting space. I will ask them how these community helpers keep us healthy? What tools do these helpers use? Have you ever experienced any of these helpers? What is the role of the community helpers we are learning about? Would you like to be one of these helpers?
Extension: What could you do on another day to follow up and build on this activity?	The next day we are learning about people who keep us safe and help us learn. I can do an obstacle course where children need to rescue animals or people from a fire using boxes to create a building and puppets. Then they can bring them to the doctor or veterinarian and they can help keep them healthy.
Language and Literacy: List 5-10 target vocabulary words you will introduce in this lesson. These should be <i>challenging</i> vocabulary words.	important, helpful, care, help, toothbrush, bandage, thermometer, stethoscope, dentist, nurse, doctor, veterinarian, medicine, community, tools, interest

TEACHING FOR DIVERSITY	
<p>Multiple Means of Engagement Think of three (3) different learning strategies you will use to introduce and spark interest in the topic.</p> <p>Consider language/literacy diversity in your ideas.</p>	<p>I will be using storytelling and interactive reading aloud expressively. This will help with the vocabulary and the visual needs for certain students.</p> <p>As children continue onto the activity, they will be learning concepts by using different texture materials at the center.</p> <p>They will then be able to share what they have made with each other in the dramatic place center when they pretend to be doctors, dentist, veterinarians or a nurse.</p> <p>There will be visual cards and posters for emergent bilingual children.</p>
<p>Multiple Means of Representation Think of three (3) different learning strategies you will use to present content throughout the lesson to engage learners.</p>	<p>Creating art based on a book, allows children to be creative and connect to what they are learning.</p> <p>This activity gives them the opportunity to share their own experiences, and to feel connected to each other.</p>

<p>Consider language/literacy diversity in your ideas.</p>	<p>Children will also connect to real life by acknowledging the importance of how community helps help our community.</p> <p>Children will also use their art in the dramatic center, and pretend to be doctors and use new words that they used and new techniques that they have seen in the book or that they have experienced in their own life.</p>
<p>Multiple Means of Expression Think of three (3) different ways that learners can express their learning (“show what they know”) throughout the lesson.</p> <p>Consider language/literacy diversity in your ideas.</p>	<p>Children will create stethoscopes using different art materials.</p> <p>Children will be able to use their art as they play in their dramatic center.</p> <p>Children will be sharing out their own experiences at the doctor</p>

AUTHENTIC ASSESSMENT

<p>Ongoing Assessment: What understandings will you look for/listen for throughout the lesson? At the end of the lesson, what data will you collect to determine whether the children achieved your learning objectives?</p> <p>Final Assessment: How will you determine whether the children have learned the language/literacy skills? For each skill, list what you will do and/or what evidence you will gather from the children to assess their developmental progress.</p>	<p>As children are engaging in the activity I will have conversations with them, reflecting on the information they have gathered. I will also show interest in their art that they have made. I will track to see if they are speaking to me using the vocabulary that they just learned. I will take notes on the side and have a checklist to keep track of all the information they retained during their activities.</p> <ol style="list-style-type: none"> 1. Engagement conversation to see information they have retained. 2. Observe children as they play with their peers to see if they are using their new vocabulary 3. Allow children to share their own experiences when they went to the doctor using the art they made.
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NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS

How does your lesson connect with the New York State Pre-K Learning Standards? Choose at least two standards in each domain that are 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.1.a. Interacts with a variety of materials and peers through play PK.AL.1.c. Engages in pretend and imaginative play PK.AL.2.b. Attempts multiple ways to solve a problem PK.AL.2.d. Engages with peers and adults to solve problems PK.AL.3.a. Uses materials and props in novel ways to represent ideas, characters and objects PK.AL.3.e. Demonstrates innovative thinking PK.AL.4a. Asks questions using who, what, how, why, when, where, what if PK.AL.4c. Actively explores how things in the world work PK.AL.4d. Investigates areas of interest PK.AL.4.f. Willingly engages in new experiences and activities PK.AL.5.a. Maintains focus on a task PK.AL.5b. Seeks assistance when the next step seems unclear or appears too difficult</p>
<p>Domain 2: Physical Development and Health</p>	<p>PK.PDH.2a Identifies sights, smells, sounds, tastes and textures PK.PDH.5a Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) PK.PDH.3a. Displays an upright posture when standing or seated</p>
<p>Domain 3: Social and Emotional Learning</p>	<p>PK.SEL.1.b. Appropriately names types of emotions and associates them with words and behaviors PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings, and interests. PK.SEL.4. Develops positive relationships with peers PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions PK.SEL.6. Understands and follows routines and rules PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>PK.AC.1. Demonstrates motivation to communicate PK.AC.2. Demonstrates they are building background knowledge PK.AC.4. Demonstrates a growing receptive vocabulary</p>

	<p>PK.AC.5. Demonstrates a growing expressive vocabulary</p> <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p> <p>PK.ELAL.4. Displays emergent reading behaviors with purpose and understanding</p> <p>PK.ELAL.5. Participates in discussions about a text</p> <p>PK.ELAL.6. Retells stories or share information from a text</p> <p>PK.EL AL.7. Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.8. Exhibits an interest in learning new vocabulary</p> <p>PK.ELAL.12. Makes connections between self, text, and the world</p> <p>PK.ELAL.16 Creates a response to a text, author, or personal experience</p> <p>PK.ELAL.19. Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p>PK.ELAL.20. Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p>PK.ELAL.21. Identifies the speaker</p> <p>PK.ELAL.22. Describes familiar people, places, things and events</p> <p>PK.ELAL.23. Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</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>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</p> <p>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities</p> <p>PK.ARTS.16. Creates visual arts</p> <p>PK.ARTS.17 Presents visual arts</p> <p>PK.ARTS.18. Responds to visual arts</p> <p>PK.ARTS.19. Connects to visual arts</p>

