

ECE 411 Literacy Activity Plan (Lesson Plan)

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Curriculum: The Five (5) Senses

FRAMING THE LESSON	
Topic: What topic that your small group has shown an interest in will you incorporate into this learning activity?	The topic this small group has shown an interest in is the Five (5) Senses.
Rationale: Why are you teaching this lesson? How does it fit within the topic of your mini-curriculum?	I am teaching this lesson because I want children to become more familiar with the 5 Senses. This fits with the mini-curriculum because the 5 Senses are used a lot during reading and writing.
Content Focus: Highlight at least three language/literacy skills that you address with this activity	Using Books as a Resource Oral storytelling Concepts of print
Learning Objectives/Big Ideas: What BIG IDEAS (concepts) will you explore with this activity? What do you want students to understand or be able to do as a result of this learning activity? Which specific grade-level language and literacy standards does this relate to?	Students will be able to identify and explain the 5 Senses Students will be able to describe the sense of touch using different descriptive words.

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KNOWING THE LEARNER'S

<p>AGE RANGE:</p> <p>Current Development: What do you know about the cognitive, language/literacy, and social development of the children in your small group? How will this affect their engagement in your planned activity?</p> <p>Which results of your language and literacy assessment will you use to design this activity?</p>	<p>Most of the children know how to speak in complete sentences and write their names. They know how to raise their hand to answer questions and know how to use the bathroom. Socially, they are very talkative during recess and lunchtime.</p>
<p>Socio-cultural context: What do you know about your small group of children regarding cultural backgrounds, learning modalities, languages spoken, literacy practices, and ways of using language and literacy?</p>	<p>Most of the children in the small group come from Latinx backgrounds. Some of the children speak and understand both English and Spanish. They are currently learning how to read and write English.</p>

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>we</p>	<p>I will need the picture book “My Five Senses” by Alikı Brandenberg. I will also need some chart paper and some markers.</p>
<p>PHYSICAL ENVIRONMENT: How would you modify the classroom's physical environment (e.g., learning centers, bulletin boards) to support this activity?</p>	<p>I won't change the classroom or any of the centers, but I will use the meeting area for this activity.</p>

EVENTS/RESOURCES: What might you need to arrange <i>in advance</i> ? (e.g., asking for supplies from home, etc.)	I will need to get the picture book from the classroom before the lesson starts. I have to get the parent's permission for the children to partake in this lesson.

THE LESSON (LEARNING EXPERIENCE)	
Introduction: What will you do or say to engage the children in this learning experience? How will your way of engaging relate to what you know about your small group? How will you introduce the BIG IDEAS of this lesson? (Write your exact words)	To engage the children, I can first ask the children questions such as "Have you heard about the 5 Senses?" and "Can you tell me one of the 5 Senses?" My way of engaging relates to what I know about my small group because I will ask the small group questions related to the sense of touch. I will introduce the Big Ideas through the activity.
Learning Activity: Describe the step-by-step procedure. What will you say exactly? What will you do (demonstrate, scaffold, facilitate)? What will the children be doing? Remember: This should be an <i>experiential</i> activity. Children should be <i>actively engaged</i> in learning.	<ol style="list-style-type: none"> 1) First I will have the children gather in the meeting area. 2) Next I will read the book to the children. 3) The children will listen to the story as it's being read. 4) Finally, I will ask questions about any questions about the 5 Senses in the story.
Reflection: After they complete the activity, what questions will you ask that will help them reflect on the BIG IDEAS and learning objectives?	I could ask each child what they learned from the activity and what they want to learn more about. Some questions I will ask to help them reflect on the Big Ideas are "Can you tell me which body part we use our sense of touch with?" and "What is this thing that covers my entire body?"
Extension: What could you do on another day to follow up and build on this activity?	I could give the children pictures of the 5 Senses and ask them to identify which sense corresponds with the one I am asking them about.

Connection to Language/Literacy Skills: List each of the language/literacy skills you highlighted on the first page. For <i>each one</i> , answer: How will this activity support development of this skill?	1) Using books as a resource - using the book helps children visually understand the 5 Senses. 2) Oral storytelling - through storytelling, the children will develop listening skills and be able to develop speaking skills. 3) Concepts of print - through print, children will be able to visually see and be engaged with the activity.

TEACHING FOR DIVERSITY	
Multiple Means of Engagement Think of three (3) different ways that you can introduce the topic to spark interest in the topic. Consider language/literacy diversity in your ideas.	1) Ask the children a question if they have heard about the 5 Senses. 2) Ask the children if they know the book "My 5 Senses." 3) Ask the children to think about what the book might be about.
Multiple Means of Representation Think of three (3) different ways that you can present content throughout the lesson to engage learners. Consider language/literacy diversity in your ideas.	1) Draw pictures of the body parts that use the 5 Senses. 2) Acting out the 5 Senses. 3) Explain parts of the 5 Senses that might be confusing more clearly.
Multiple Means of Expression Think of three (3) different ways that learners can express their learning ("show what they know") throughout the lesson. Consider language/literacy diversity in your ideas.	1) The children can answer questions I ask them about the 5 Senses. 2) Asking the children which sense they liked the most. 3) Have the children turn and talk to their partners about the 5 Senses.
AUTHENTIC ASSESSMENT	

<p>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>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>I will look to see if the children have learned what the 5 Senses are and what they do.</p> <p>I will determine whether or not children have learned language/literacy skills through the answers they reply with. I will ask each child to respond with an answer on what they've learned about the 5 Senses.</p>
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