

ECE Language & Literacy Activity Plan
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Designed by:

OVERVIEW/FRAMING				
TOPIC: <i>Consider what you know about the children in your internship classroom. What topic(s) have they shown interest in that you will incorporate into this emergent curriculum?</i>	<p>The children have shown interest in animals and where they come from. To incorporate this in my lesson, I can have the children think about how they think the animals feel being in the zoo.</p> <p>Children might also wonder how they got to the zoo and where they were before the zoo</p> <p>If I choose an animal to their liking, they may be more willing to explore with that word. They may enjoy trying to spell it out and write it. They may enjoy drawing the animal, they may enjoy creating a story about that animal.</p>			
CONTENT FOCUS: <i>Highlight at least THREE language and literacy skills that this activity will offer the children the opportunity to practice.</i>	Phonemic awareness	Oral storytelling and/or dictation	Developing vocabulary	Language through song
	Story-acting	Invented spelling and writing	Storytelling through drawing	Conventional spelling/grammar
	Developing print awareness	Using books as a resource	Concepts of story	Reading fluency

<p>MAJOR SKILL(S) and CONCEPT(S):</p> <p><i>List one specific skill and one specific concept related to your content focus that the children will have the opportunity to learn or grow from with this activity.</i></p>	<p>One skill children will have is remembering facts about the animals. This adds on to their knowledge and helps them later on with creating and acting out their story.</p> <p>The concept of spelling words is needed in everyday life so the more practice the better they get.</p>
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KNOWING THE LEARNERS	
AGE RANGE:	5 years old
<p>CURRENT DEVELOPMENT:</p> <p><i>What do you know about the children's cognitive and language development? How will this affect their engagement in your activity?</i></p>	<p>At this age, children are very curious and often create a story in their head when they come across something new or something they are excited about. The story acting part of the lesson gives the children the opportunity to explore with their imagination and work with someone to do this. Because they are in control of their story, it gives them confidence and the fact that they are included. Children will be excited to act their story out because they created it.</p>

<p><i>What information about the language and literacy practices in this classroom will you use to plan this activity?</i></p>	<p>The children often practice spelling words and changing parts of a word to make a new word.</p> <p>This helps me because I can incorporate this into the activity.</p>
<p>SOCIO-CULTURAL CONTEXT:</p> <p><i>What do you know about this group in terms of their cultural backgrounds, learning styles, languages spoken, and literacy practices?</i></p>	<p>They all come from different backgrounds and learn differently but still learn together. Some of the children need more direction than others, and that's okay. The children speak English and constantly practice spelling words in the classroom.</p>

<p>THE LEARNING EXPERIENCE</p>	
<p>INTRODUCTION:</p> <p><i>What will you say or do to engage the children in this experience? How will your way of engaging the children relate to what you know about the learners you are working with? (Write the exact words you will use to begin the activity.)</i></p>	<p>Hi friends, do you guys like animals? How about zoo animals?</p> <p>Today we are going to be reading a book called <u>A View At The Zoo</u> by Kathleen Long Bostrom and illustrated by Guy Francis. Let's start by talking about Zoos. Does anyone know what a zoo is? Has anyone ever been to the zoo? If so, what animals have you seen?</p>

PROCESS:

Describe the steps you will take and the activity the children will engage in as part of this learning experience. If you are using specific materials, list them here. Include approximate time estimates for all parts of the activity, including clean-up if necessary. J

First, I will introduce and talk a little bit about the book. Then I will ask some questions about the book and their experiences. I will then start to read the book and as I read, I will ask questions. After the book is done being read, I will ask the children how they think the animals feel being at the zoo. They will then proceed to spell the names of a few animals

1. tiger

2. Snake

3. Zebra

4. Lion

They will then draw the animal of their choice

Then I will have them paired with a partner and they will each choose an animal from my animal figures. They will create a story about the animals and act it out with their partner. When they are finished, they will share with the group and act it out.

Materials include - a view at the zoo

Animal figures

Pencil and paper for each child

YOUR TEACHING SCRIPT:

Write an outline of the main points you will be emphasizing throughout the activity. For example, if you are engaging in a read aloud or storytelling activity, identify open ended questions you can ask and when you will pose them. Include phrases or questions you will use to wrap up the activity that allow the children to reflect on the experience.

Hi friends, today we are going to be reading a book called A View at The Zoo by Kathleen Long Bostrom and illustrated by Guy Francis. Let's start by looking at the cover of the book. What do you notice? What do you see? Now let's start talking about Zoos. Does anyone know what a zoo is?

Zoo- "an establishment which maintains a collection of wild animals, typically in a park or gardens, for study, conservation, or display to the public".

Has anyone ever been to a zoo?

What animals did you see.

Do you have a favorite animal?

Read the book

. Address the animals on each page

When on the page with the kangaroo address "snug in sacks" meaning the pocket, the kangaroo has for its babies.

On the sheep page, bring up how people count sheep in their sleep.

Address perspective – How you see things. The animals get ready for us to come and see them. We get ready to go and see them.

How do you feel when you are at the zoo?

How do you think the animal feel being at the zoo

Have them write the animals names

Okay everyone, lets grab our writing utensil. We are going to now write down some animals. Our first animal is tiger. Use the paper and utensil to write and spell tiger.

	<p>Our next animal is snake.... The next animal is zebra ... the next animal is lion</p> <p>Okay now here I have some animal figures.</p> <p>Everyone pick an animal and create a story with your partner including both your animals. Then we will act it out and share.</p>
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AUTHENTIC ASSESSMENT		
List the THREE language and literacy skills you identified in the OVERVIEW/Framing section:	What parts of the LEARNING EXPERIENCE will offer the children the opportunity to practice and strengthen this skill?	How will you determine whether the children's growth and learning with this skill has been strengthened? What information or material will you collect to assess their growth and learning?
1.Developing vocabulary	Children actively see and spell out the names of animals at the zoo	<p>Growth can be determined if the children are able to recognize the animals' names written down and are able to spell or even sound out the names.</p> <p>I could use the book to reference back, write the names myself and ask children what word this is or have them write it themselves</p>

		Materials - the book, writing utensil , paper
2. Story acting	Children get to create and act out a story they made with their partner based on their 2 zoo animals.	<p>If their story has a beginning, middle and end that would show me they are able to cognitively make up a sequence of events.</p> <p>For this I would need little animal figures which I had.</p>
3.Using books as a resource	Children identify the animal in the book and also use the book as a reference to see what the animals may look like.	<p>If they make reference to the book themselves , flip back to pages and notice things and , actively remember what they saw in the book I will see the growth.</p> <p>Materials - the book <u>A View At Zoo</u></p>