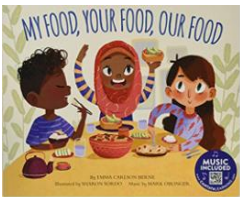


ECE 411 Activity Plan

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Lesson Topic: Around the world Food/Collage.

OVERVIEW/FRAMING	
This Activity Plan is part of a Mini-Curriculum Unit on: Diversity	
TOPIC <i>Explain how the topic of this literacy extension activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	<p>This activity, Around the world food collage, will foster children's self-awareness and interest in learning about themselves and others. we will explore and learn about different food habits from around the world and how food is part of our identity and culture. How are we alike and different by reading/singing "My food, your food, our food" by Emma Carlson Berne. And practice their creativity and artistic skills by making the collage.</p> 
ESSENTIAL QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	<p>How are we alike and different? people from around the world have different food habits. We all share food with our families and friends.</p>
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<p> Visual Arts Emergent Literacy </p> <p> Music Mathematics </p> <p> Movement/Dance Science </p> <p> Drama Social Studies </p>

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>At this age group, first grade, students are developing their sense of family history, identity, and "who I am?" they also start to understand different viewpoints. This activity will create a rich environment for the students to work on those social-emotional skills as well as physical, cognitive, and communication skills.</p>
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	<p>To reflect on this activity children will be asked to write/draw about what food they want to try (something they've never tried before) and give at least one reason. Children at this age group are transitioning to inventive spelling, however, children at this age group insist on asking adults how to spell words that are challenging for them. because I want children to do the best they can. I will remind them about different</p>

	writing strategies, sounding and stretching words, and also to refer to the word wall for sight words.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i>	New York City is one of the most diverse cities in the world. and so, this group of first graders is culturally and socially diverse. Some children in this classroom speak French, others have families from Russia, Ukraine, Pakistan, Egypt, and China. To embrace this diversity, this activity is an expansion to what students have learned about food from around the world. the book we are using in this Literacy/ Creative art activity is “My food, your food, our food” by Emma Carlson Berne. Some of the comprehension questions will focus on students’ food preferences - and emphasize that people from around the world have different food habits.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i> <i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i> <i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i>
Materials: <ul style="list-style-type: none"> - “My food, your food, our food” by Emma Carlson Berne. Illustrated by Sharon Sordo. Music by Mark Oblinger. - Smartboard to listen to the song: (this book can be read or sung) https://www.youtube.com/watch?v=g3zN59Rir8A	Since everyone in the classroom will participate to make the collage. I may rearrange the tables to create a space so everyone can move around freely	Before this activity, students will be asked to bring photographs from home. Photos can be anything that celebrates students’ food culture/favorite food and eating habits.

<ul style="list-style-type: none"> - Posterboard - Precut outs food pictures from magazines and students photographs with their families or their favorite food/restaurant/ special food for celebrations... - Glue, scissors. - Decorative materials. (Craft foam, confetti, ribbon, and buttons.) 		
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THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: linguistic, musical, interpersonal, visual-spatial, bodily-kinesthetic (tactile), auditory</i>	Differentiation <i>How will you modify this activity for children with different learning styles and needs? (Emergent bilingual, special needs, very physically active, etc.)</i>
The spark (introduction) <i>What will you say or do to engage the children in this experience?</i> <i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	To engage children in this activity, I will start by reading “My food, your food, our food” by Emma Carlson Berne. The book talks about how different people from all over the world eat different kinds of foods. But “no matter what they eat, people sit down and share meals. Laughter, talk, and love with families and friends.” Then will listen to the song and have the children dance.	Linguistic: for this activity, children will learn new vocabulary about food from around the world. Bodily-Kinesthetic: children will use their fine motor skills to manipulate scissors and other materials.	Using universal design for learning strategies I can adjust this activity in different ways to support children’s needs. For instance, I can incorporate Assistive Technology to support children with physical
The activity	First, we will read the book “My food, your food, our food” by Emma Carlson Berne. And ask		

<p>What will the children be doing? <i>List the procedure step-by-step. What will you say or do to support their process?</i></p> <p>Remember: <i>This should be a creative and experiential literacy learning activity. The children should be actively engaged in learning through play and exploration.</i></p>	<p>comprehension questions to engage children in a group conversation. I found the questions at the end of the book very engaging so I will use them along with other questions that may arise during the conversation.</p> <p>Questions from the book:</p> <ul style="list-style-type: none"> - The book describes foods from different parts of the world. Which one would you like to try? Why do you think it is important to try foods from other countries? - Looking back through the book make a list of three ways that people all over the world are the same when they eat. - If you could choose one food from your own home and offer that food to a child from a different country. What food would you choose? why would you choose that food? <p>Next will play the song and have children dance https://www.youtube.com/watch?v=g3zN59Rir8A</p> <p>Lastly will use our materials to create the collage children will decorate their photographs and will place them on the poster board for our around the world food collage.</p>	<p>Visual: Students will use photos and pictures that celebrate their food culture. Also, the book we are reading for this activity embraces children's diversity where every child can see himself.</p> <p>Musical: we will "sing" the book.</p> <p>Interpersonal: This activity will help children understand other people's differences.</p>	<p>disabilities or hearing and vision impairment. This activity covers a wide range of learning styles since we are using books including words and pictures, we are using music and physical movements.</p>
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>To reflect on this activity children will be asked to write about, what food they want to try (something they've never tried before) and give at least one reason.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Children will be sent home a survey about their favorite food and special celebrations that request the preparation of a special meal. Children will take turns talking about it in the classroom.</p>		

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

Use your knowledge of child development and milestones and the theories of child development you have studied.

Cognitive/thinking	This learning experience will foster children's cognitive/thinking in various ways. It will support their reading skills and social skills, engage them with one another, as we will work in a large group. It will also support their communication skills and the ability to follow instructions. And it will stimulate their creativity, special relationships, and the use of tools to make the collage.
Physical	This activity promotes fine and gross motor skills. Handling scissors and other materials to make the collage. Dancing.
Social/emotional	Children will work together in a large group. And the activity will support children's sense of identity and understand other people's different points of view.
Language/literacy	Children will learn new skills and work on their comprehension skills as they will read and talk about the book.
	List 5-10 target vocabulary words <i>(Remember: These should be challenging vocabulary words, not common words that the children should already know. You want to increase their vocabulary.)</i> <i>Curry, fufu, injera, diverse, north, west, east, south, communities, culture, eating habits.</i>
Creative Arts	Children will use their creativity to decorate the collage, they will also sing and dance.

STANDARDS/GOALS

What NYS Learning Standards and Goals are addressed in this activity?

Be specific—choose those standards that where development can be measured by an authentic assessment during this learning activity

For this section, please choose the NYS standards/goals for the age/grade of your fieldwork placement

Individual Development and Cultural Identity	1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.
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	“Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.”
Reading 1R	1R1: Develop and answer questions about key ideas and details in a text. 1R9: Make connections between self and text (texts and other people/ world). 1SL1: Participate in collaborative conversations with diverse peers and adults.
Speaking and listening 1SL	1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly 1SL1: Participate in collaborative conversations with diverse peers and adults.
Language 1L	1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships
Writing 1W	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion

AUTHENTIC ASSESSMENT	
<p><i>What will you do to determine whether or not the children have achieved understanding of the Essential Questions and learning goals?</i></p> <p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual</i></p>	<p>To determine if the children are getting "the big idea" I would observe, document, and make portfolios for children's work. Then compare their work at the beginning of this activity and the end. Another way will be an open conversation at the end of each activity and stress the learning outcomes and the new vocabulary. Then ask the children to write or draw about what we learned and save their work in the portfolio.</p> <p>For this activity, I will observe children's engagement in this activity, collaborative work, and communication skills. and I will also assess their writing and comprehension at the end of this activity as they will be asked to write a short response.</p>

<i>arts project, a performance, or a writing/drawing assignment</i>	
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POST-ACTIVITY REFLECTION**	
<i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i> <i>What surprised you about this activity?</i> <i>What challenges did you find in implementing this actiity?</i> <i>How might you modify this activity the next time to make it more successful?</i>	<p>I think this activity will provide a great opportunity for children to shape their identity and sense of diverse community. The book addresses children from all around the world and embraces people's ways of eating. The activity also addresses children's different learning styles, as we will read, sing, write and create Artwork. The goal is to engage children in a fun learning experience to learn about themselves and others. and to support their cognitive, language, social-cultural, and physical development while adapting to NYC learning standards and goals.</p>