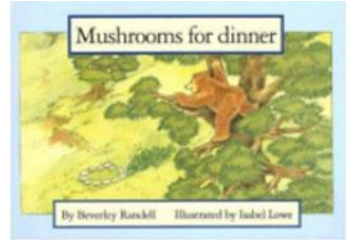


ECE 411 Activity Plan

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Lesson Topic: Food from around the world

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 small-group guided reading activity will support children's reading strategies and vocabulary as part of a balanced literacy program. Students will study compound words and learn the functions of some punctuation marks, comma, period, question, and exclamation marks to learn how to read with expressions. During this activity, students will also use what they have learned during Global study lessons on how different children eat different food but also sometimes we all share the same food preferences.</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>What is a compound word? How we can use punctuation marks in a sentence. How can punctuation marks improve our reading skills (reading with expressions)?</p>			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Emergent Literacy	Music Mathematics	Movement/Dance Science	Drama Social Studies

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>Students at this age range (5 – 6 yrs.) are aware that spoken language consists of a sequence of phonemes and they rely on their phonics knowledge to decode words. Strategies such as stretching out words and tapping out words are used. Their inventive spelling indicates how they think about prints.</p>
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	<p>At this age, students may get confused when using phonics to sound phonetically irregular words. In this activity, we will practice writing some sight words that children learned in previous lessons. To make sure that they have mastered those sight words to introduce new ones.</p>

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, a first-grade classroom will have culturally and socially diverse children. 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 guided reading is “Mushrooms for dinner” by Beverley Randell. Some of the comprehension questions will focus on students’ food preferences -- and emphasize how we may have different food cultures but may also share food preferences.

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>
For this guided reading lesson, I will need the following materials: 5 copies of the book “Mushrooms for dinner” by Beverley Randell. 5 whiteboards, markers, and erasers. Compound words Cards. Punctuation marks poster.	This is a small group activity. Four students will be seated around one table along with the teacher. All the materials needed will be placed at the table.	This activity will be recorded. A video release form must be signed by parents before this activity.

Punctuation marks cards. Reading strategies poster. Writing sheets. Pencils. Crayons. Evaluation chart and Guided reading instructions. (See attachments).		
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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 students in this experience I will introduce the book “Mushrooms for dinner” and stimulate their curiosity by saying: Let's read the book so we can find out whether Baby Bear will find the mushrooms. And how did he find it?	Linguistic: Children will read a book, practice some sight words, learn new concepts and vocabulary strategies to support their literacy skills. Visual: the book has pictures that can serve as clues to decode challenging words and as support to comprehend the story.	If I must implement this lesson with students with a lower reading level or emergent bilingual students, I will set different goals, choose a different book that meets students reading capabilities and background to support their reading strategies.
The activity <i>What will the children be doing?</i> <i>List the procedure step-by-step.</i> <i>What will you say or do to support their process?</i>	Children will be actively engaged in this activity as they will be asked to write some sight words, a full sentence and they will use word and punctuation cards. Draw/write about their favorite food. The first step, before reading, we will review some sight words and punctuation marks. Then introduce new concepts, compound		

<p>Remember: This should be a creative and experiential literacy learning activity. The children should be actively engaged in learning through play and exploration.</p>	<p>words, and Dotty giraffe to support children's reading strategy to read with expressions. Second step: introduce the book, read and discuss the book.</p> <p>The last step, after reading: we will practice writing a sentence, with compound words, from the book. Then students will write/draw about their favorite food.</p>	<p>Students will use word cards to build compound words.</p> <p>Kinesthetic: (fine motor skills). student will handle pencils and crayons to write and draw.</p>	
<p>Reflection</p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>Children will be asked to write/draw about their favorite food. encouraged to use compound words and punctuation marks we learned during this lesson.</p>		
<p>Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p>	<p>Around the world food collage. (See mini activity plan 2).</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.

<p>Cognitive/thinking</p>	<p>This learning activity will support children's cognitive/thinking as it will support their writing and reading skills. children will be encouraged to read, write some sight words, compound words, and a short response to show their understanding of the text. Use their phonetic knowledge to decode words. Support their reading strategies (read with expression). This activity will also be a great opportunity for memory strengthening as children will need to remember and recall events from the story. During the book discussion, students will learn how to listen to others and how to communicate and express their ideas and opinions. Other communication skills, eye contact, turn-taking, initiating, and maintaining a conversation.</p>
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Physical	This activity will support the following physical skills: Handwriting, controlled pencil movement, drawing recognizable pictures, letter formation within the lines.
Social/emotional	The activity will promote students' ability to express and negotiate an opinion. And to understand other students' opinions. It will also support their sense of identity as they will write about their favorite food and provide an argument.
Language/literacy	Students will learn new vocabulary. And write a short response that can contain up to six sentences. Will strengthen their understanding of the concept of "Same" and "different." Will learn a new category of words "compound words."
	<p>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></p> <p>Clever, emphasis, excitement, astonishing, determined, compound words.</p>
Creative Arts	This activity will engage children's imagination and creativity as they will write/draw about their favorite food.

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

Reading (Literacy and informational text) 1R	1R1: Develop and answer questions about key ideas and details in a text. 1R2: Identify the main topic or central idea in a text and retell important details. 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. 1R6: Describe how illustrations and details support the point of view or purpose of the text. Use illustrations and details in literary and informational texts to discuss story elements and/or topics.
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	1R8: Identify specific information an author or illustrator gives that supports ideas in a text
Reading (Foundational Skills.) 1RF	1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 1RF3g: Read most common high-frequency words by sight. 1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings. 1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing. 1W	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion. 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
Speaking and listening 1SL	1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 1SL1b: Build on others talk in conversations by responding to the comments of others through multiple exchanges. 1SL2: Develop and answer questions about key details in diverse texts and formats. 1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
Language. 1L	1L5c: Use words for identification and description, making connections between words and their use 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 (e.g., because).

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children have achieved understanding of the</i>	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 the 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 their portfolio.

<p><i>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 arts project, a performance, or a writing/drawing assignment.</i></p>	<p>For this guided reading activity, I will observe children's ability to write some sight words correctly, and observe their reading habits, observe their understanding of the new concepts introduced during this activity. During the lesson, I will be filling out an evaluation chart and collecting their work at the end of the activity to assess their understanding and progress. This way, I will be able to determine whether my students got "the big idea" and are ready to move to a new concept or they need more support.</p>
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POST-ACTIVITY REFLECTION**	
<p><i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i></p> <p><i>What surprised you about this activity?</i></p> <p><i>What challenges did you find in implementing this activity?</i></p> <p><i>How might you modify this activity the next time to make it more successful?</i></p>	<p>AS part of a balanced literacy program, this activity will support children's reading strategies, vocabulary, and communication skills. it will also support their writing and phonics and inventive spelling skills.</p>