


## ECE Language & Literacy Activity Plan

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OVERVIEW/FRAMING				
<b>TOPIC:</b> <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>	The group of young learners I'm working with are Kindergarten and 1 <sup>st</sup> grade students. Ms. Kimberly had mentioned that in the classroom a lot of SEL work is incorporated. Social Emotional Learning (SEL) helps guide young learners to better comprehend their emotions fully and demonstrate empathy for others. In addition to that everyday there are mindfulness warmups the children get to do. Each student even has their own Teddy bear. Along the way I've notice that children really enjoy this topic and have fun expressing themselves. Therefore, I've chosen the book "I Am Courage" By Susan Verde which deals with emotions.			
	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
<b>MAJOR SKILL(S) and CONCEPT(S):</b> <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>	The book I've chosen is "I am courage" by Susan Verde. Students will have the opportunity to learn and grow from this activity. Throughout my time interning in this class, I've noticed how a lot of the students will face a difficult obstacle and repeatedly say "I can't." "I can't do it." Or "Its too hard." And so, I think this book is perfect to eliminate those phrases. A lot of the times we think being courageous means we are brave from the very beginning but what it means is feeling scared and coming to terms that we can face challenges. When our mind tells us "I can't" we say "Yes, I CAN!" So, this gives the children the opportunity to build and acknowledge courage within themselves.			

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	Kindergarten & 1 <sup>st</sup> Grade
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the children's cognitive and language development? How will this affect their engagement in your activity?</i>	<p>The class that I'm working with are a mix of kindergarten and 1<sup>st</sup> grade students. Cognitive development involves how an individual thinks, explore, and figure things out. Language development involves understanding and communicating through oral language. The children that I will be working with are Arian, Saeed, and Francis. In terms of language they can read fluently, sound out words, enjoy expressing their thoughts, very talkative, ask many questions, point things out... In terms of cognitive they are more engaged, attention span...</p>
<i>What information about the language and literacy practices in this classroom will you use to plan this activity?</i>	<p>Being that half of the students are kindergarten students and the other half are 1<sup>st</sup> grade students they are at a different pace. Some are learning letter and letter sound recognition and others are reading at a F &amp; P level F. The curriculum used include: Heggerty, Foundations, TE Reading, Writing, and Illustrative Math.</p>
<b>SOCIO-CULTURAL CONTEXT:</b> <i>What do you know about this group in terms of their cultural backgrounds, learning styles, languages spoken, and literacy practices?</i>	<p>This group of learners are Arian, Saeed, and Francis. This group of learners are at a higher reading level. Saeed reads chapter books at home. All these students can write 3 or more sentences. They know when to add capital letters, periods, explanation points... They all speak English. Francis knows a couple songs/words in French. Francis also has a younger sister who she absolutely adores. Saeed has a older sister and Arian has a older brother.</p>

THE LEARNING EXPERIENCE	
<b>INTRODUCTION:</b> <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>I will start by introducing the book I've chosen which is "I am courage" by Susan Verde. (Okay kids today were going to read "I Am Courage" by Susan Verde...Now I'm going to hand each of you a worksheet) I will do a read aloud and throughout the read aloud I will ask meaningful questions to engage the children.</p>
<b>PROCESS:</b> <i>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.</i> 	<p>Step 1: Read aloud "I am courage" by Susan Verde  Step 2: Ask questions throughout read aloud  Step 3: Once I finish reading, I will give a closing statement to wrap up  Step 4: I will hand them each a copy of my activity and I will also fill out a worksheet with them to inspire them!</p>
<b>YOUR TEACHING SCRIPT:</b> <i>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.</i>	<p>Some of the questions I will be asking are the following:  What's going on here? He's riding his bike and what happens? He tumbles and gets right back up. Who helps him? His friend. How do you think he felt when his friend helped him? Happy right? It's okay to ask for help.  Does anyone know what resilient means or have an idea? Sometimes we experience challenges and things can get difficult, but we don't give up.  Does anyone know what uplifting means? Look at the illustration. What do you notice about the girl with pink hair? The girl looks upset, and her friends are trying to UPLIFT her, encourage her, to make her feel better, to make her feel happy.  What does uncertain mean? Being unsure, not knowing what is going to happen.  Can you predict what he might be uncertain about on this page?  He wants to ride his bike and enjoys it! Earlier in the book we saw him tumble off his bike and he fear it might happen again, but he repeatedly says,  "I am courage!"</p>

	COURAGE means being brave, making good choices, facing our fears. Its okay to be scared especially when we're facing a challenge, but we can keep on trying, we can ask for help and not give up.
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<b>AUTHENTIC ASSESSMENT</b>		
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	Insight on new vocabulary including Challenge, Courage, Persevere, Resilient, Encourage, Uplifting, Uncertain, Triumphant	I will be able to determine if they understood by asking them questions throughout the book and through their writing. For example, the question on the worksheet is "Think of a time you needed to have courage... Draw and write about it."
2.Using a book as a resource	I will be doing a read aloud. A book about being courageous in hopes of the children feeling courage's.	I will be able to determine if they understood by seeing how focused they are throughout the read aloud. I will also open the conversation for any questions they might have pertaining to the reading. As well if they can describe the illustrations in the book since a lot of the times in our previous read aloud, they do.
3.Concepts of story	Concepts of story include Beginning, Middle, End, Character, Prediction	I will be able to determine if they understood by open the conversation to see what they can tell me. If they can tell me what happened in the beginning, middle, end. Or tell me about what their favorite part of the book was. As well make predictions.