

ECE 211 Creative Arts and Literacy Activity Plan (Lesson Plan)

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Curriculum Unit: Colors and Shapes in the World

Sub-Topic: Leaf Study

FRAMING THE LESSON													
<p>Topic: How is this activity (lesson) developmentally and culturally appropriate for this group of learners?</p>	<p>Prek students observe colors, shapes, and lines in leaves to begin to understand the tree life cycle. Students will explore something that they observe in the fall in NYC, the changing colors of leaves. They will learn through observation and expand their knowledge through inquiry-based conversation, books, and playful learning activities.</p>												
<p>Big Ideas: What BIG IDEAS (concepts) will you explore with this activity? Think about your curriculum topic.</p>	<p>In the Colors and Shapes in the World curriculum, students use their knowledge of colors and shapes to build deeper understandings about their worlds. The essential question is: How can I explore the world around me through the colors and shapes I see? In this lesson, students will use the colors and shapes of leaves to be able to explain one of the changes that occurs in fall.</p>												
<p>Content Focus: Circle or highlight at least three content areas you will address with this activity</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Visual Arts</td> <td style="width: 33%;">Musical Awareness/Performance</td> <td style="width: 33%;">Creative Movement/Dance</td> </tr> <tr> <td>Oral storytelling</td> <td>Storytelling through theater/puppets</td> <td>Storytelling through drawing</td> </tr> <tr> <td>Invented writing</td> <td>Using Books as a Resource</td> <td>Science</td> </tr> <tr> <td></td> <td></td> <td>Social Studies</td> </tr> </table>	Visual Arts	Musical Awareness/Performance	Creative Movement/Dance	Oral storytelling	Storytelling through theater/puppets	Storytelling through drawing	Invented writing	Using Books as a Resource	Science			Social Studies
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KNOWING THE LEARNERS	
<p>AGE RANGE: 3-5 years</p>	<p>Pre-K</p>
<p>Current Development: What do you know about the children’s cognitive, language, and social development? How will this affect their engagement in your planned activity?</p>	<p>Children in prek are curious about the world around them, and are especially aware of changes to their experiences, including changes in routine, weather (and dressing accordingly), their own growth (I’m a big kid now!), changes in their family, and many more. These changes spark curiosity and wonder, but also may cause anxiety. Through increasing knowledge about something they see everyday and reckoning with the idea that everything changes, students will grow to expect change as a part of life. Students will use their senses to observe, develop vocabulary through expressing observations, develop fine motor skills through drawing and painting, and expand their creativity as they intentionally make a portrait of a leaf.</p>

<p>Socio-cultural context: Describe a group of children you could anticipate working with in a NYC early childhood classroom, e.g., cultural backgrounds, learning styles, languages spoken, and lived experience.</p>	<p>Students in this class reflect the immediate neighborhood of the school. About half the class have parents who have recently immigrated to the US from Central America. A few other students are immigrants from Europe and West Africa. Students practice a wide range of religions and more than half are bilingual. A few speak English as a new language (ENL). There is a wide range of income levels and family structures.</p>
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<p align="center">PREPARING THE LEARNING ENVIRONMENT</p>		
<p align="center">MATERIALS</p>	<p align="center">LEARNING CENTERS</p>	<p align="center">EVENTS/RESOURCES</p>
<p>What materials will you need to teach this activity? Think about the lesson from beginning to end and everything you will need to teach it (e.g., chart paper or smartboard).</p> <p>Which book(s) you will use to introduce the topic? What materials will you need for the introduction, the learning activity, and the reflection?</p>	<p>How will you modify the learning centers and bulletin boards in the classroom to support this activity?</p> <p>Think about materials, books, toys, props and how you might organize your learning centers to bring the curriculum topic into that center.</p>	<p>What might you need to arrange <i>in advance</i>?</p> <p>Think about special activities, such field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</p>
<p>Book: <i>The Little Yellow Leaf</i> by Carin Berger Art: <i>Two Yellow Leaves</i> by Georgia O’Keeffe</p> <ol style="list-style-type: none"> 1. Leaves 2. Magnifying Lenses 3. Watercolor paper 4. Pencils 5. Sharpies (or other permanent markers) 6. Paintbrushes 7. Watercolor paint 	<p>Bulletin Board: Student artwork of fall projects. 1) Documentation of trip to the farmers market (Spanish and English) 2) Leaf characters (students collaged leaves to make characters) Sensory table: filled with leaves, acorns, sticks and pine cones.</p> <p>Science Center: Matching leaves to cards of leaves with the names of their trees.</p> <p>Library: Thematic book baskets (Trees and Fall)</p>	<p>We have taken many walks around the neighborhood since the start of the school year. As the leaves have began to change, I have guided students to notice.</p> <p>We will go on a “hike” in the nearest learg park (examples: Forest Park, Queens, Central Park, Prospect Park Brooklyn, VanCortlandt Park, Bronx) and on that trip, collect leaves, each student selecting a few “special leaves.” Connect to book <i>Hiking Day</i> by Anne and Lizzie Rockwell.</p>

THE LESSON (LEARNING EXPERIENCE)

Spark/Introduction: How will you introduce the topic (spark interest)? What book(s) will you read? What will the discussion be like at the meeting space? How will you introduce the BIG IDEAS of this curriculum topic? What will you do or say to engage the children?

Gather the whole group Split this engagement into two different periods in the day.

- **Connect** prior knowledge / experience collecting leaves- what did students notice (see, hear, smell)? Some students may share their special leaves.
- **Literacy Engagement:** Read aloud of *The Little Yellow Leaf* by Carin Berger. Students will perform story using their leaves as props. Connect: your leaf was ready, wasn't it? We found leaves that have already let go of the tree.
- **Art Connection:** "What makes leaves in the fall different than leaves in the summer? It is a special time when the leaves change and we can see the change by observing their colors. Soon we are going to learn about *why* the colors change, but for now, let's **look closely**, like artists to express the changes we see.
 - Show Georgia O'Keeffe's painting *Two Yellow Leaves*. A few weeks ago you made a self-portrait. Today you are going to make a leaf portrait, just like Georgia O'Keeffe (show photo of the artist) did! What do you notice in her painting? What do you think she did to paint these leaves?

Activity: Remember: This should be a creative hands-on learning activity. The children should be **actively** engaged in learning through play and exploration. What will the creative arts activity be? How will you connect it with the book? With the curriculum topic? Describe the step-by-step procedure. What will you say exactly? What will you do (demonstrate, scaffold, facilitate)? What will the children be doing?

Students will create a "leaf portrait." They will look closely to record details they see, but also take artistic license to express how the leaf inspires their creativity. This activity will be done during "Center Time" in the Art Center.

1. Students begin by looking closely at one of their leaves using a magnifying lens.
2. Next, they will draw what they see.
3. After drawing, they will trace over their lines with a Sharpie. (This is a process students are very familiar with from previous class experiences).

Students may choose to draw one leaf or many.

4. Last, they paint their leaves.

As students work, I will guide conversations to use descriptive language, and to refer back to the book.

Reflection: After they complete the activity, what questions will you ask that will help them reflect on the BIG IDEAS and essential questions of this curriculum topic?

In small groups, I will ask students to compare their leaf and the one they painted. We will talk about what they included from their observation and what they were inspired to add. I will write down each student's statements (modeled writing): "I observed..." Their paintings, alongside their leaves and statements will be posted on the bulletin board.

Extension: What could you do on another day to follow up and build on this activity?

This project is a first of observational leaf activities- this one focuses on color and shape as a way to observe leaves. We will spend some more time looking at leaf shapes, and seeing how the shapes can help us identify the tree. We will do this by pressing leaves into clay, to capture their shape and then decorating the clay. We will next look at the structure of a leaf (veins and petiole) and make wire sculptures that represent that system. We will continue to go on nature walks and start to think about the bark that covers trees as another way to identify them. As the leaves fall off the trees, we will look at evergreen trees and learn that some trees are green all year!

Language and Literacy: List 5-10 target vocabulary words you will introduce in this lesson. Remember, these should be **challenging** vocabulary words).

Observe / observation, notice, change and transformation, blade, veins.

Learning Modalities: Describe how this activity provides opportunities to use at least three different learning modalities (multiple intelligences).

Visual / Spatial: Making observations and drawing them

Kinesthetic: Performing the story using their leaves.

Linguistic: Using descriptive language to explain observations.

Differentiation: Describe how you will modify this activity for children with different learning styles and needs (e.g., emergent bilingual, special needs, physically active, etc.)

Vocabulary in Spanish with images to support acquisition of new words.

Brushes with adaptive handles for students who need fine-motor support.

Encourage students to work standing up.

Have students work in phases so that they can start a project and return to it.

Hand-over-hand approach to guide tracing over their lines with the Sharpie.

NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS

How does your lesson connect with the New York State Pre-K Learning Standards? Choose at least two standards in each domain that are addressed in this activity. Be specific—choose standards that are **actually targeted** by this learning activity

Domain 1:

Approaches to Learning

PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

b. Expresses an interest in learning about and discussing a growing range of ideas

Domain 2: Physical Development and Health	PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills a. Demonstrates ability to use fine motor skills
Domain 3: Social and Emotional Learning	PK.SEL.1. Regulates responses to needs, feelings and events c. Demonstrates an ability to independently modify behavior in different situations
Domain 4: Communication, Language, and Literacy	PK.AC.3 Demonstrates understanding of what is observed a. Uses vocabulary relevant to observations
Domain 5: Cognition and Knowledge of the World	PK.ARTS.16. Creates Visual Arts c. Shares and talks about personal artwork

AUTHENTIC ASSESSMENT

How will you determine whether the children have learned what you wanted them to learn about the curriculum topic? What evidence will you gather to assess each child's developmental progress?

As students are working, I will observe to see if they are using their observations to make the leaf portrait. If I am not sure from observing, I will ask, "Can you show me something that you see in your leaf in the portrait you are making?"

In the reflection activity, described above, I ask students to discern between their observations and inspiration. I will ask students what more do they want to know about leaves to guide my next approach for the next lesson.

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