

ECE 411 Activity Plan

Designed by: LiLiu

Lesson Topic: Becoming a classroom citizen

OVERVIEW/FRAMING				
This Activity Plan is part of a Mini-Curriculum Unit on:				
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>	This activity could help children learn how to find problem, how to express their feelings about the story, and how to communicate with others to solve the problem. It can also support students in learning how to become classroom citizens. During this activity, children could read independently the book"A fine fine school." Then, I would guide students to write and draw about their ideas about "A fine fine school." Through this activity, students will have the opportunity to know how to express their problems to others and how to solve problems with communication, which will help students to know how to become classroom citizens.			
ESSENTIAL QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	What is the first major event in "A fine fine School"? What are the problem that they face at the beginning of the story? What does Tillie feel like? Why does Tillie have such a feeling?			
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>For young children, they need teachers to stimulate and guide their curiosity and interest in exploring. Therefore, as a teacher, you don't have to worry about whether your children can write correctly. Teachers need to guide the children's interest in this book, and understand what challenges Tillie is facing, Tillie's feelings and why Tilly has such feelings. These questions can support students to think and share their thoughts on story, which can help students know how to communicate with others and join of the classroom.</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 children might be confused by some of the questions raised by the teacher, so the teacher needs to explain the meaning to the students in a simpler and clearer way, and repeat it many times to let the students really understand the questions.</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>	There are a lot of children from different cultural backgrounds in the classrooms of kindergartens in New York. They have different languages and traditions, and they will bring their special views combined with their own culture into the classroom behaviors and interaction. When designing this activity, I hope students can combine their own understanding of the book and share their views with others in class.
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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 as field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i>
For this activity we used the following materials: Notebook Pencil Color pencils Eraser Marker Big Paper Video-"A Fine, Fine School" read aloud. "ReadyGEN-Text Collection: A Fine, Fine School" by Sharon Creech	For this group activity, I will use the big table that allows students to sit down and have enough space for writing and drawing. Also, I will give each child the book to read so that the children can read alone, and I will use the computer to play the video of "A Fine, Fine School". This can help children to better understand the story and share their views on the story.	This activity is a small group activity, so I will talk with my cooperating teacher, discuss the time to hold this activity and which space in the classroom to use for the whole activity. Moreover, I will send a letter to the parents of students participating in the group activity to let them know that I will record a video.

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>	<p>Beginning this activity I will be reading a part of the book " A Fine, Fine School" by Sharon Creech. Also, when I read this book, I could ask some questions for children that could help children to think and discuss. Then, I would guide children to share their ideas with each other. Moreover, I would give some key words to support students to write sentences about their thoughts. Finally, I would give students time to draw about their sentences, that can support children have a deep learning for the book.</p>	<p>Linguistic: This part of the activity asks children to think and talk about what they know about the last event in the book and share information with each other.</p> <p>Bodily -kinesthetic /Tactile: This part of the activity requires children to write and draw about the last event in the book.</p>	<p>For children with different learning styles and needs, I will give them the opportunity to share what they know about the last event in the book. Then, by observing students' different understandings of the book, guide and help them understand of author's purpose. For highly active children, I will encourage him/her to lead other children, let them play together, form a partner, and praise their efforts. For second language learners, I will spend</p>
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> <i>Remember:</i> <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>As the activity ends, I will help students correct the word mistakes in sentences and let the children use colored pencils to color their pictures on Friday. This not only makes the students feel relaxed, but also allows them to review sentences and deepen their understanding of the story.</p>		

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	As the activity ends, I will help students correct the word mistakes in sentences and let the children use colored pencils to color their pictures. This not only makes the students feel relaxed, but also allows them to review sentences and deepen their understanding of the story.		more time helping them understand the theme of the event, such as helping them explain words and meanings they don't understand in different languages, that can support students more interested in the book.
Possible Extensions <i>What could you do on another day to build on this activity?</i>	Through this activity, children will learn how to face and solve problems when they encounter them. In addition, through activities, the children learned how to solve problems when they meet and thought about how to communicate well with others, thus becoming classroom citizens.		

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 activity will help children understand what is the first major event in "A Fine, Fine school," what are the problem that they face, what does Tillie feel like, why does Tillie have such a feeling. Let children think if you encounter How to do the same question as Tillie, which can connect students with the story. Make students understand the story deeply and motivate to continue learning the story.
Physical	This activity can help children develop fine motor skills. For example, children would write and draw the first major event in the story, which can support them in practicing pen holding and writing skills.
Social/emotional	During this activity, I will lead the children to share and discuss their understanding of the first major event in "A Fine, Fine school." In addition, children have the opportunity to choose the keywords to write sentences and draw their ideas about "A Fine, Fine school."
Language/literacy	Children will learn new vocabulary words. For example, problems, solutions, major, events, school. 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>
Creative Arts	This activity allowed children to develop their own creative thinking, which let students think about what sentences they write, and draw according to their own sentences. This can guide children to deepen their

	understanding of the meaning of the story and stimulates their interest in art and motivation for learning.
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<p style="text-align: center;">STANDARDS/GOALS</p> <p style="text-align: center;"><i>What NYS Learning Standards and Goals are addressed in this activity?</i></p> <p style="text-align: center;"><i>Be specific—choose those standards that where development can be measured by authentic assessments during this learning activity</i></p> <p style="text-align: center;"><i>For this section, please choose the NYS standards/goals for the age/grade of your fieldwork placement</i></p>	
Reading Standards for Informational Text Key Ideas and Details	1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	4. Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text.
Writing Standards Text Types and Purposes	1. Write opinion pieces in which they introduce the topic or name the book that they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<p style="text-align: center;">AUTHENTIC ASSESSMENT</p>	
<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</i></p>	<p>After the activity, I will take photos of the children's notes and record what they wrote and painted. Then, I will help the children correct the mistakes in their sentences and encourage students to revise the sentences as much as possible. In addition, I will give the students time to color their paintings, which can deepen their understanding of the meaning of the story and make the students feel relaxed and interesting.</p>

<i>developmental progress?</i> <i>Evidence may include responses recorded during a group discussion, a visual 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 activity?</i> <i>How might you modify this activity the next time to make it more successful?</i>	<p>I think the most successful aspect of this activity is to make children understand the first major event in "A Fine, Fine school," what are the problem that they face, what does Tillie feel like, why does Tillie have such a feeling. Let children think if you encounter how to do the same question as Tillie, which can connect students with the story. So as to make this activity more interesting and attract children to explore, share and learn. That can supports students learned the meaning of the author, to connect with the story, thought about how to solve well with others, thus becoming classroom citizens. In this activity, I think it is a challenge to explain the author's purpose to the children in a simple way. Therefore, teachers should give more patience and guidance to support children in overcoming this challenge.</p>