

ECE Language & Literacy Activity Plan

Designed by: Natasha Harrington

| OVERVIEW/FRAMING | | | | |
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| TOPIC: <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> | This class is studying community this year, and students in this classroom are enthusiastic about superheroes. The book to launch this activity has a girl who makes herself a superhero, and at the end learns that “real-life superheroes” are people who help out others in their community. | | | |
| CONTENT FOCUS: <i>Highlight at least THREE language and literacy skills that this activity will offer the children the opportunity to practice.</i> | Phonemic awareness | Oral storytelling and/or dictation | <u>Developing vocabulary</u> | Language through song |
| | Story-acting | Invented spelling and writing | Storytelling through drawing | Conventional spelling/grammar |
| | <u>Developing print awareness</u> | Using books as a resource | <u>Concepts of story</u> | Reading fluency |
| MAJOR SKILL(S) and CONCEPT(S): <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> | Skill: Students will practice one-to-one counting, and comparisons and sorting through graphing. Concept: This activity will demonstrate the connection between superheroes and “real-life superheroes” who are members of our community. | | | |

| KNOWING THE LEARNERS | |
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| AGE RANGE: | 3-4 years |
| CURRENT DEVELOPMENT: <i>What do you know about the children's cognitive and language development? How will this affect their engagement in your activity?</i> | Some students are very competent at one-to-one counting in an organized fashion, while others are still experimenting with the method. This activity will give students an opportunity to practice their counting while also demonstrating quantity with pictorial representations. |
| <i>What information about the language and literacy practices in this classroom will you use to plan this activity?</i> | This activity will begin with a whole-group read-aloud during circle time before transitioning to center time, which is the typical routine in the classroom. I will use classroom phrases during discussion. |
| SOCIO-CULTURAL CONTEXT: <i>What do you know about this group in terms of their cultural backgrounds, learning styles, languages spoken, and literacy practices?</i> | <ul style="list-style-type: none"> - One student speaks Spanish at home. - All students understand English at developmentally appropriate levels for a first language. - Most students have lived in the same neighborhood since they were born, but many have family in other states and countries (e.g. Canada, Italy, Spain) who they've visited or visit frequently. |

THE LEARNING EXPERIENCE

INTRODUCTION:

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.)

This activity will begin with a reading about a superhero (the book *Yasmin the Superhero*, by Saadia Faruqi), which connects the concept to community helpers (i.e., “real-life superheroes”). After reading, I will lead a brief discussion on how community helpers are real-life superheroes, and ask them to name a few examples, which I will write on a board. I will then ask if students know the words “poll” and “graph,” and explain their meanings (“A poll is a vote, so for this activity, where count how many people think a certain thing. So for this activity, we’re going to count how many students like different community helpers the best.” “A graph is a picture that shows us how many of something are in different categories. This graph will show us how many friends like each community helper the best.”).

PROCESS:

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.



Before circle time, I will tape a poster board to the window behind me with the heading “Room 3 Community Helpers” and an x- and y-axis drawn. After a few types of community helper have been written on the poster board, I will ask students to raise hands for their favorite with each category of helper, reading each category one at a time. For every hand I see, I will give students a sticker to put in each column. At the end, I will ask which category has the most votes. We will confirm this by counting the marks in each column.

YOUR TEACHING SCRIPT:

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.

This activity will emphasize the importance of everyday helpers in our community. Questions about what’s happening in pictures where Yasmin is helping her neighbors or experiences the students have had helping or being helped by others will support this learning. The discussion following the read-aloud will connect these ideas to students’ own lives. The graph will allow students to compare numbers visually while also practicing counting.

| AUTHENTIC ASSESSMENT | | |
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| 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. Concepts of story | During the story, students will see the connection between superheroes and community helpers. | Discussion during and after the reading will allow students to demonstrate their understanding of the concepts. |
| 2. Developing vocabulary | Students will use the names of different community helpers that they've learned about throughout the year. | Students will volunteer names of their favorite community helpers when asked. |
| 3. Developing print awareness | Students will see names being written and what is being marked when votes are taken. | As we go through the results for each category, the meaning of the text will be reiterated. |