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ECE 411-0700

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The activity I implemented in the 3K classroom was a graphing activity centered around the book “Yasmin the Superhero,” by Saadia Faruqi, and the concept of community helpers, a theme in the class for the year. Since many of the students in this class show a strong and continual interest in superheroes, I wanted an activity that connected to that idea. This book was an ideal choice, not only because its subject matter connected both to students’ interests and the classroom theme, but also because it features a girl of color as the protagonist, and it supports the idea that there aren’t “bad guys” in real life (a concept that other teachers and I have tried to instill during students’ superhero dramatic play). For the activity, my idea was to discuss the connection between community helpers and superheroes, and decide on a few community helpers, then create a graph by voting on our favorite community helper. The day that I implemented the activity was a bit unusual: it fell during spring break for the Department of Education, which meant the two 3k classrooms were combined and many of the students were not present, including several of the kids who are the most enthusiastic about superheroes. There were also two older kids in the class for the day, both five years old (one in pre-K and one in kindergarten).

Hearing stories read aloud is an essential part of literacy development in young children of this age. Additionally, while making the poster and doing the poll, children’s literacy skills are

reinforced by seeing the teacher write the words and then seeing the words on the board as they make their selection. In addition to reading, this activity covers math (graphing) and social studies (community helpers). My hope was that children would learn about estimating by looking at the size of group of objects and/or one-to-one counting, as well as discussing community helpers.

There are a few things I would change about how I implemented this lesson. In future implementations, I would be clearer about the definition of “community helper” and perhaps add a small-group or individual activity. Practice was something that came up in a couple ways: rehearsing what I was going to say to explain the “how” of the activity would have led to clearer instruction, and reading the book a couple more times before the read aloud would have helped me to ask more and better questions throughout the book (and know the author’s name without having to reread it). Though I asked some questions, they were often to gauge and facilitate students’ understanding of the book, and I think I could have come up with questions that engaged them a bit more thoughtfully. Finally, I think this activity might be better suited to slightly older students— the kindergarten student who was visiting the room seemed like she got more out of the activity than a lot of the 3k students and better understood the concepts.