

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

Designed by: Sophia Shenkman

Curriculum Unit: Butterflies

Sub-Topic: What makes a butterfly?

FRAMING THE LESSON	
<p>Topic: How is this activity (lesson) developmentally and culturally appropriate for this group of learners?</p>	<p>This activity is developmentally and culturally appropriate because children will be able to express themselves through dance. They would have assistance but are encouraged to come up with moves together.</p>
<p>Big Ideas: What BIG IDEAS (concepts) will you explore with this activity? Think about your curriculum topic.</p>	<p>Some concepts explored are how butterflies move and how we move too. Butterflies don't move in a pattern, do we?</p>
<p>Content Focus: Circle or highlight at least three content areas you will address with this activity</p>	<p>Visual Arts <u>Musical Awareness/Performance</u> <u>Creative Movement/Dance</u> Oral storytelling Storytelling through theater/puppets <u>Storytelling</u> through drawing Invented writing Using Books as a Resource Science Social Studies</p>

KNOWING THE LEARNERS	
<p>AGE RANGE: 3-5 years</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>Physically, students are capable of squatting without falling over, walking backwards, skipping on alternating feet, developing left-right visual tracking and balance on one foot. They are also capable of making plans for their creations, making friends while playing along with them and can connect things they do with what they've learned. These milestones help with the activity because they will be able to move confidently and work together, while also making internal connections.</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>In my group there would be a mix of races and backgrounds. Some would have families from other countries, some won't. There would be students who primarily speak other languages at home such as Spanish or Arabic. They come from families that look different from each other, such as one parent, two parents, same sex parents, and guardianship. Each student will have diverse learning styles, some may need to see examples, or read for more understanding.</p>

PREPARING THE LEARNING ENVIRONMENT

<p align="center">MATERIALS</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). 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 align="center">LEARNING CENTERS</p> <p>How will you modify the learning centers and bulletin boards in the classroom to support this activity? Think about materials, books, toys, props and how you might organize your learning centers to bring the curriculum topic into that center.</p>	<p align="center">EVENTS/RESOURCES</p> <p>What might you need to arrange <i>in advance</i>? Think about special activities, such as field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</p>
<p>I would need small handheld instruments like bells and maracas. There would be a music playing device to play the song they'll dance to. I would use <i>Butterfly Child</i> to introduce the activity where they create their wings for the dance and <i>Butterflies Keep Flying</i> to transition into the dance activity. For reflection I will be taking notes internally and on paper of my observations throughout the lesson.</p>	<p>I would provide different books on self expression, movement, and butterfly flight. Art work previously made would also be on display for inspiration.</p>	<p>I would have to reach out to the expert ahead of time so there's no confusion when the start date of the activity comes. I would also reach out to families ahead of time to invite them to see the performance and if needed, figure out a day all families are capable of attending.</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?

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?

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?

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

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

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

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.)

To introduce the topic initially, we would read *Butterfly Child*. We would discuss the topic of expressing ourselves by looking different and how butterflies can also look different from each other. We would do the activity related to that lesson which later connects to the dance activity. For the week of the dance activity, we will read *Traveling Butterflies & Senorita Mariposa* to connect to the movement and travel of butterflies. I will ask questions such as; how would you move as a butterfly? Where would you go? How do you think it feels to fly? I would then tell them they have the chance to pretend to be a butterfly. We will create a butterfly dance as a class and show it to our families. I planned to have a guest with experience in symbolic dancing with children and they would also engage and encourage them to create their own dance moves while also working together. During the activity I would engage with individual students, asking how they feel and what moves they came up with. I would dance along with them to solidify the feeling of togetherness. There would be another day of practice and then the dance would be performed for their families. It would be great inviting the families because they would get to watch the art they've created while also seeing the physical art they've created from the curriculum. After the activity I would circle back on some questions I asked before and during the activity while also asking how it felt to work together and perform in front of their loved ones. Some vocabulary words I would use are rhythm, pattern, community, collaboration, and unique. This activity provides the opportunity to use bodily kinesthetic, musical/auditory, and inter/intrapersonal learning styles. I would include the use of instruments and encourage other kinds of movements for students who aren't able to or comfortable with all of the movement in the activity. I would also learn words in other languages or ask the student translations for certain words to communicate and include a student's culture in conversations about dance.

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.3.e. Demonstrates innovative thinking
Domain 2: Physical Development and Health	PK.PDH.6.a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops
Domain 3: Social and Emotional Learning	PK.SEL.4.b. Interacts with other children
Domain 4: Communication, Language, and Literacy	PK.AC.1.a. Participates in small or large group activities for story-telling, singing or finger plays
Domain 5: Cognition and Knowledge of the World	PK.ARTS.1.a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)

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?

I would assess the students by having conversations with them and hearing their interpretations. How did they choose what movements to do to represent a butterfly? How did they feel creating the dance? How did they feel performing it for their families?