

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

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Curriculum Unit: Families

Sub-Topic: Family Traditions

FRAMING THE LESSON			
Topic: How is this activity (lesson) developmentally and culturally appropriate for this group of learners?	This lesson is developmentally and culturally because family traditions help people develop a strong relationship with others, help people gain a sense of belonging, and contribute to a child's routine. The age group that I'm working with is the age group that begins to notice family traditions and begins to want to take part in them. In this sub-topic, each child's tradition will be integrated to represent each culture.		
Big Ideas: What BIG IDEAS (concepts) will you explore with this activity? Think about your curriculum topic.	The big idea I will explore is a sense of belonging through being connected in a community. Students will develop a sense of identity and build self-esteem because they are aware and understanding of their traditions. Students will also become self-aware of other traditions and encourage their peers to embrace their culture/tradition. This subtopic will be inclusive of each student's tradition.		
Content Focus: Circle or highlight at least three content areas you will address with this activity	Visual Arts Oral storytelling Invented writing	Musical Awareness/Performance Storytelling through theater/puppets Using Books as a Resource	Creative Movement/Dance Storytelling through drawing Science Social Studies

KNOWING THE LEARNERS	
AGE RANGE: 3-5 years	

<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>Between the ages of 3-5, children don't have the ability to fully understand concepts and ideas through speaking. However, children are very curious and ask many questions. Children need hands-on experiences with appropriate literature and discussion to help them gain the knowledge of big ideas. This affects their engagement in my planned activity because I will have to make my activity to be developmentally appropriate for their age group.</p> <p>Cognitive:</p> <ul style="list-style-type: none"> • "Children this age are curious." (72) • "Children are increasingly able to carry over projects and topics of study from one day to the next." (77) • "Children often engage in activities with a result or end product in mind. They are gaining the ability to plan ahead." (85) <p>Social:</p> <ul style="list-style-type: none"> • "Children may share given the opportunity. Sometimes they can wait for a short while for a turn. Children can use their newfound language skills to voice their feelings..." (75) • "Children develop strong friendships and strongly desired playmates." (80) • "Children are curious about differences and similarities in people and how they live." (81) <p>This information affects their engagement in my planned activity because I will have to make my activity to be developmentally appropriate for their age group. Also, I will have to make my curriculum adaptable to meet my students where they are and scaffold wherever is needed.</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>Working in a NYC early childhood classroom, there is a big chance I will work with diverse students who may be mostly Hispanic or African American. Some of their households may speak a different language or have different customs. Through this, they might have different lived experiences from students of a different culture.</p>

PREPARING THE LEARNING ENVIRONMENT

MATERIALS	LEARNING CENTERS	EVENTS/RESOURCES
<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) will you 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 as field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</p>
<ul style="list-style-type: none"> ● Chart papers ● Construction Paper ● Scissors ● Small papers with student's names ● "Fry Bread: A Native American Family Story" by Kevin Noble Maillard ● "Too Many Tamales" by Gary Soto ● Decorative items (yarn, stickers, buttons) ● Art materials (crayons, markers, colored pencils) ● Line paper ● Pencils ● Erasers 	<ul style="list-style-type: none"> ● Bulletin board will feature the background of traditions, what traditions are, and how to create traditions. ● Family books and classroom friendship books in the classroom ● Making centers based on types of traditions students want to create <ul style="list-style-type: none"> ○ Center for movement traditions will be in an open space ○ Art center for art-like traditions ○ Drama center for traditions that need props 	<ul style="list-style-type: none"> ● Asking for a family artifact that are used frequently ● Prompting students to ask about family traditions ● Asking parents directly about family traditions

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?

I will introduce the topic by first explaining what traditions are. Then, I'd give an example of family traditions and ask my students to share some of their own family traditions. I will ask them how they participate in their family's traditions and if they would like to create new traditions within their family. I will read "Too Many Tamales" by Gary Soto to begin my students' understanding of traditions.

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?

The creative arts activity will be to recreate their own traditions by painting, drawing, or constructing and will create a song or writing piece to match their artwork.. After reading "Too Many Tamales", I will prompt my students to choose one tradition from their family to paint. Then, I will ask them to choose between pairing their artwork with a song or writing. Students who chose art/music will be in one learning center and students who chose art/writing will be in another. My students will create art that is similar to the art style used in the book. Then, they will either write about what their tradition is and why it's meaningful to them. Music students will sing a song/dance about the same questions.

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?

After the activity is completed, I'll ask them how they felt while performing their traditions. Do they feel bonded with their peers now that they have a shared routine? Then to write a couple of sentences about their traditions/when it will take place and to draw their tradition.

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

To follow up and build on these activities, I will read “Fry Bread: A Native American Family Story” by Kevin Noble Maillard and create a tradition for the entire class to follow as a tradition. The tradition will be a verbal or physical activity of their own choosing. I will connect it to the books by reminding them that the ritual made the characters happy and feel loved so to think of creating something that makes everyone happy and feel loved. I will connect it to the curriculum topic by explaining to them that traditions are routinely followed and encourages communication, anticipation, and values.

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

Tradition, tamales, masa, kneading, dusk, corn husks, skidded, niña

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

This activity provides opportunities to use at least three different learning modalities such as visual/auditory, visual-spatial and linguistic, and intrapersonal. Visual/auditory through listening to others share their stories on traditions. Visual-spatial and linguistic through drawing and writing about their activity, and intrapersonal through understanding how traditions make them feel.

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.)

I will modify this activity for children with different learning styles by helping bilingual children and special needs children to make a movement/dance style tradition. I will assist children who struggle physically to make a verbal tradition. Since the activity is open-ended, it will be easier for students who have different learning styles and needs to make it fit for them.

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.1 Actively engages in play as a means of exploration and learning PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences
Domain 2: Physical Development and Health	PK.PDH.2. Uses sensory information to plan and carry out movements PK.PDH.3. Demonstrates coordination and control of large muscles PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment PK.PDH.6. Engages in a variety of physical fitness activities
Domain 3: Social and Emotional Learning	PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) PK.SEL.4. Develops positive relationships with their peers
Domain 4: Communication, Language, and Literacy	PK.AC.1. Demonstrates motivation to communicate PK.AC.2. Demonstrates they are building background knowledge PK.AC.3 Demonstrates understanding of what is observed PK.AC.5. Demonstrates a growing expressive vocabulary PK.ELAL.5. [PKR.1.] Participates in discussions about a text PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas
Domain 5: Cognition and Knowledge of the World	PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities PK.SOC.4. Begins to learn basic civic and democratic principles PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions

	PK.ARTS.1. [DA:Cr1-3.PK] Creates Dance PK.ARTS.2. [DA:Pr4-6.PK] Performs Dance PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance PK.ARTS.8. [MU:Cr1-3.PK] Creates Music PK.ARTS.9. [MU:Pr4-6.PK] Performs Music PK.ARTS.10. [MU:Re7-9.PK] Responds to Music
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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 will determine whether the children have learned about the curriculum topic during the review part of the activity. When discussing our drawing and sentences of the traditions we've made I'll determine if they truly understood the concepts of family traditions. Also, by viewing their recollection of the tradition in the following days, I will get an understanding of their knowledge.