

Activity Plan Literacy mini-lesson

Designed by: Yosajanny Cesar

OVERVIEW/FRAMING	
TOPIC-What Topic that your group has shown an interest in will you incorporate into this activity?	Being that the end of the year is here the children have already created a classroom where majority of their interest are exposed. The two girls that I observed truly enjoy reading books by the author Mo Willems. The specific books they enjoy are the Piggie and Elephant books. Therefore, as the topic of interest I will be using pigs for my activity.
CONTENT FOCUS: <i>Circle at least 3 language/literacy skills that you address in this activity</i>	Phonemic awareness Phonological Awareness Narrative Vocabulary Oral Storytelling Invented Writing Story telling through drawing Conventional spelling/grammar Using books as a resource Concepts of Print Concepts of story reading to learn Key details of text Fluency
Major Skill/ concept: List one specific skill and one specific concept related to your content focus that you want children to learn from this activity	The one specific skill that I want children to focus on is the letter to sound correspondence. I want the children to expand on their invented writing by creating the words based on the sounds they hear. In addition, the specific concept that I would like children to learn from this activity is concepts of a story. I want the children to see that what we read goes beyond just beginning, middle and end. I want the children to be able to pull certain aspects such as setting, problem and solution and make a connection with the book they are reading.

KNOWING THE LEARNERS	
AGE RANGE:	
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>	During the age of 5 and 6 children are able to answer simple questions about a book and are able to retell a story. They are able to sound out words, use rhymes and have a conversation with peers or teachers. The children are able to count up to 20 and can follow directions that consist of more than one step. According to the theorist Jean Piaget a child at this age is in the Preoperational stage. This is when children begin to learn to use words and pictures to represent objects. Based on this I believe the children's engagement during the activity will asking plenty of questions, they will be able to respond to questions. They will be able to give meaning to their drawings verbally and on paper.
<i>Which results of your language and literacy assessment will you use to plan this activity?</i>	Based on the results of my assessment the girls would greatly benefit from is the reading part of problem and solution. Both girls are very aware of what events take place in a story, but they often get confused when it comes to picking out the problem and solution. These are terms they are familiar with but it's the idea of breaking up that they need more

	clarification on.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, literacy practices and ways of using language and literacy to date?*</i>	<p>These two girls are both children of American born parents. The only language they speak is English. Mari is an only child and lives with both parents. Millie has an older sibling, but she is the youngest and lives with both parents. Both girls enjoy writing and labeling pictures they draw. Millie seems to have more knowledge on reading and writing because she has older siblings that show her that drawings have meaning. Mari loves to express her feelings through drawing and labeling. They speak clearly and are both able to compose complete sentences when sharing their feelings and thoughts.</p>

THE LEARNING EXPERIENCE		
The intro <i>What will you say or do to engage the children in this experience? How will your way of engaging relate to what you know about your small group? (Write your exact words)</i> <i>Okay girls, so the other day you showed me the book box of your favorite author, Mo Willems. We read the story Happy pig day! And let's go for a drive! The book has two characters that we really enjoyed, and they are Piggie and Gerald. Well today I brought a book that has a similar character as Happy Pig Day and Let's go for a ride. This book is called the three Little Pigs.</i>	<p>General Introduction</p> <p>I know all of you enjoyed reading the Piggie and Elephant books by Mo Willems. I wanted to share a story that I enjoy that has a similar character, The book is called the Three Little Pigs. Except in this book, we have more than one pig, we have three in total.</p>	
<p>What is the procedure?</p> <p>To begin I will introduce the book to the children and have them look at the cover.</p>	<p>What will you say exactly?</p> <p>Okay girls, today we will be reading "The</p>	<p>List each of the language/literacy skills you circled on the first page. For each one answer: How will this activity support</p>

<p>Then I will ask the children what they think the book will be about based on the cover and the title.</p> <p>After, I will read the book to the children and ask questions as a I read such as “What do you think will happen next.?”, How do you think the pigs feel? What kind of house is this and what color does it have? Look around where are they? What happened to the pig’s house?</p> <p>The questioning will help the children understand the story. Based on this the next thing I will do after reading is have them express what happened in the story and then have them pick out what part was the problem and what part was the solution. I will let them look through the book to show which image connects with their response.</p> <p>I will then ask the question “Has there ever been a time you had a problem? (Let them share)</p> <p>Once they share, I will say “Okay now think about how you solved that problem or if someone helped you solve it?</p> <p>Once the children share out their thoughts and ideas, I will have them fold a white piece of paper and write problem on one side and solution on the other. I will let the children chop</p>	<p>three little pigs”. Now by looking at the cover what do you guys think the book will be about? Can you guys make a prediction on what the book will be about? A follow up question would be “Why do you think the book will be about that, what made you make that prediction?” (Children will share their predictions) Okay let’s read the story and see if the predictions are correct</p> <p>As we get into the book, I will ask questions to scaffold their thinking and expand their understanding on the concepts of the story.</p> <p>Okay, that was a great book. Can you guys share what happened in the story, what happened in the beginning... what happened in the middle.... How did the book end?</p> <p>Do you guys think there was a problem in the story? something that they needed to fix or something that happened to the pigs?</p> <p>Did they have a solution to fix the problem? How did they solve their problem? Did someone help them?</p> <p>Okay, now that you shared what the problem and solution, lets think of a time where you had a problem? What happened during this moment, did you lose something, was</p>	<p>development of each skill?</p> <ol style="list-style-type: none"> 1. Invented writing- this activity will support this development skill because the children using the sounds, they know to create words. They don’t have to worry about spelling something correctly but rather by putting sounds together to make words 2. Concepts of a story- This activity will support concepts of a story because the children will be sharing what occurred in the book (Beginning, Middle and end) they will also be engaging with problem and solution. The children will be able to make connections directly to the concept of a story and relate it to a time they experienced a problem and how they found a solution. 3. Phonological awareness This activity
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<p>out the word so they can use letter to sound correspondence</p> <p>After, I will tell the children to draw a picture that reflects what their problem was and one that reflects how their problem was solved</p> <p>The children will then write a sentence below each</p> <p>They will share their drawing and sentences with one another.</p> <p>What will the children do?</p> <p>The children will be engaging with the book as I read the story. I will be asking questions throughout the reading so they can make connections and understand the concepts of the story. Throughout the reading the children will be able to respond and then write and draw about a time they had a problem and how they solved it.</p>	<p>someone trying to take something away? (They will share)</p> <p>Now let's think about how you found a solution to that problem, how were you able to fix it? If your problem didn't have a solution try to think how you could have fixed it.</p> <p>Thank you so much for sharing! Both of you shared great examples on what problems you guys had and how you solved it..</p> <p>Now we are going to take a piece of white paper and on one side we will write problem on the top, I want you guys to draw a picture on what the problem was and write a sentence about it. You can say something like.....</p> <p>Then on the other side I want you to draw a picture that shows how you solved your problem or draw a picture on what you could have done to solve your problem, then write a sentence about it.</p>	<p>will support phonological awareness because the children will be using letter to sound correspondence to write out the words in their sentence. They will be chopping out the words by the sound they hear and then write it down on their paper. The children will be blending sounds together to spell out words.</p>
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AUTHENTIC ASSESSMENT	
<p><i>How will you determine whether the children have learned the language/literacy skills? For each skill list what you will do to assess it and/or what information you will collect from the children</i></p>	<ol style="list-style-type: none"> 1. I will ask the children what they believed the problem of the story was and express why they believe this was the problem. Based on that I will ask them how the characters in the story solved the problem and have them reference to the book. This would help me asses if they understood the concept of the text and if they are able to use the text to show there reasoning. 2. The children will be drawing out a picture that shows a problem they have encountered and will be able to label the drawing. On the other side of the paper the children will be able to draw a picture of the solution and also label the picture. Based on what they draw I will be able to assess if the children are using what they shared out loud to give meaning to the drawing 3. The children will write a sentence or two on to describe their drawing this will give me a better assessment of their invented writing and phonological awareness. Through their writing I will be able to see how they use letter to sound correspondence and also how they are putting sounds together to make words.

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