

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

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Curriculum Unit: Five Senses
Pickle

Sub-Topic: Let Me Taste That

FRAMING THE LESSON	
Topic: How is this activity (lesson) developmentally and culturally appropriate for this group of learners?	This activity is developmentally and culturally appropriate for children because it allows them to learn new vocabulary words to describe what they are tasting and touching. This activity also teaches children a bit of the culture of where the pickle comes from and what it represents.

KNOWING THE LEARNERS

AGE RANGE: 3-5 years

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?

Cognitive: Children are more engaged in pretend play and creating imaginative scenarios. The children's ability to think improvise they are able to put a cause and effect. They become more curious asking questions with why, how, and when. They also learn more from imitation, observation, and hands-on exploring.

Language: Children are able to use words to express themselves. Their vocabulary grows.

Social: Children learn to make friends, friends are important to them. They are able to share with others. Children are also able to recognize some emotions and understand rules.

This activity engages with their development by being able to think for themselves whether they like something or not. This activity will be teaching them new vocabulary words to describe the taste or the way the pickle looks to me or to their classmates.

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.

In NYC there's many different groups of children when it comes to a classroom. I would teach this activity to children that come from diverse backgrounds. Pickles have significant meaning to different groups of people, with this activity it just won't be about tasting it but also learning a bit more of its culture. This topic would be great for cultural background.

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>

<p>For this activity I will need the book, "I Hear a Pickle (and Smell, See, Touch, and Taste It Too!) by Rachel Isadora.</p> <p>Different types of pickles. I would be using 6 different types of pickles:</p> <ol style="list-style-type: none"> 1. Dill pickle 2. Kool-aid pickle 3. Candied pickle 4. Kimchi 5. Pickle eggs 6. Apple refrigerator pickle <p>Paper plate</p> <p>Child safe knife</p>	<p>I plan on having a bulletin board with the title, "Let me taste that pickle", there will be pictures of the pickles we will be trying.</p> <p>I will let the children have a look at it and try to guess what we are doing.</p> <p>We will then sit on the reading rug and we will start to read the book.</p> <p>Once we are done with the book the children will sit on their chairs and I will go ahead passing the pickles one by one. As I do this I will also be giving a short description about each pickle.</p>	<p>In advance I will need to have a conversation with each child parent. I need to know if they have any allergies.</p> <p>I will also be needing to get the supplies beforehand that way when I present the book the materials will be there.</p>
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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?

- This topic will be introduced by the children looking at the new bulletin board I just did.
- Once they are done looking at it and taking a guess of what's happening.
- I will then read the book, "I Hear a Pickle (and Smell, See, Touch, and Taste It Too!)" by Rachel Isadora. I'm planning on asking questions like:
 1. What do you think the book will be about?
 2. What has happened so far?
 3. What do you think will happen next?
 4. What was your favorite part of the book and why?
 5. Why do you think the author wrote this book?
- Once those questions are answered the children will go back to their chair and I will explain what will happen next.
- We will taste 6 different types of pickles. For each pickle I will give a little history of it. For example: The dill pickle is believed to have originated from Iran and Iraq a really long time ago. Dill belongs to the same family as parsley and celery. I will be doing this for all 6 different types of pickles.
- Once we are done trying all of the pickles we will go back to the rug and the kids will let me know if they liked the activity, why or why not. And is this something they would like to do again.

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?

This activity is more of a tasting one since it connects with their five senses. They will only need to use their hands if they feel like they need to cut the pickle with a child safe knife. Overall this activity connects with the book since pickles is the main topic of it.

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?

Once we are done with the activity I will ask the children to sit back on the reading rug. Here I will ask if they liked the activity, why or why not? I will also ask what pickle did they like the most? And lastly is this something they will like to do again?

I will have pictures of each pickle and the children can glue the pickles they liked the most in a piece of paper. This I will put in the bulletin board with pictures of them while trying out the pickles.

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

The following activity I have for the following day is baking cookies. I will read the book, "Mmm, Cookies!" by Robert Munsh. Once we are done reading the book we will get to baking cookies. Here the children will learn basic math skills and a bit of science. This topic also has to do with taste and learning how each child is different when making their own cookies.

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

From the activity:

1. Brine: This is the salty liquid used to preserve pickles.
2. Crunchy: A word that describes the texture of the pickle.
3. Tangy: Used to describe a sour taste.
4. Dill: A herb.
5. Vinegar: A sour tasting liquid.
6. Crisp: Not too firm but not too soft.
7. Preserve: To keep safe.

From the book:

1. Seagull: Medium size bird that is mainly seen at the beach.
2. Traffic: The way vehicles moved.
3. Cheering: Loud shouting that represents happiness or praise for someone or something.
4. Blankie: A blanket.
5. Cactus: A plant with spines and sometimes a colorful flower.
6. Slippery: When something is wet or slimy and doesn't let you balance properly.

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

This activity provides opportunities in many different areas. This pickle activity helps children who are auditory learners by reading them the story and telling cultural facts about the pickles. Visual learners by being able to see and examine the pickles. Tactile learners by being able to hold and touch the pickle. They can also slice or cut the pickle with the child safe knife. Social learners by being able to work with their classmates and making conversations about what they are tasting, if they like it or not. Verbal learners by me giving clear directions of what we are doing, asking questions, and teaching new vocabulary words. And with special needs learners if they don't like touching their food with their hands they can use a fork and a child safe knife to explore the pickles with their eyes and scent. This also works if they have a sensory sensitivity.

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.)

Emergent bilingual: I will try my best to use more images and introduce words in both languages so they have a better idea of what's going on. If there's also another child that speaks the same language as them I will pair them up to work together.

Special needs: For sensory needs I will let the child explore the pickle with their hands. They can use the texture of the pickle to touch, smell, and taste. Some children will rather work alone or might need extra time and I will let them do the activity at their own time. If they need extra assistance I will sit by them a bit longer than I will do with others.

Physically active: I will allow the child to walk around the room to share their thoughts about the pickle they just tasted.

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. 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.5. Demonstrates eye-hand coordination and fine motor skills PK.PDH.9. Demonstrates awareness and understanding of safety rules

<p>Domain 3: Social and Emotional Learning</p>	<p>PK.SEL.1. Regulates responses to needs, feelings and events</p> <p>PK.SEL.6. Understands and follows routines and rules</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>PK.AC.1. Demonstrates motivation to communicate</p> <p>PK.AC.5. Demonstrates a growing expressive vocabulary</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text.</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p>

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?

From this topic I want children to learn that we all have different types of taste buds and that pickles come in different forms and taste. I will know the children have learned this by seeing how they respond to each other when we talk about the taste of each pickle. Also by the answer they give to the questions I ask after the activity is done.

The evidence I will have for each child's developmental progress will come from the way they interact in the activity. Are they trying things out? Are they following my directions?