**Learning Plan**

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| **Name**: Gertrude Moreland | **Age of Children**: 16-36 months (Math) 36-48mths. (Science) | **Date**: 5/24/2024 |
| **Title**: Emergent Mathematical & Science thinking |

***Learning Standards and Outcomes***

***Learning Standard:*** *Be specific (begin with the State/Agency Early Learning Standards or the State K-3 Content Standards)*

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| ***Goal:*** Developing sense of number & quantity |

***Child Outcome:*** *List understandings, skills, and/or dispositions. Use the format, “The student will be able to ….”*

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| Use language to refer to quantity such as number words or signs to identify small amounts of things and also use their five senses to describe materials, objects, organisms and events |

***Learning Experience***

***Describe the Learning Activity/Opportunity*** *(specifically address how this learning opportunity will utilize everyday items and materials that could easily be found or located in a family’s home or surrounding outdoor environment:*

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| We will use homemade items such as fruits, vegetables, `and utensils. We will use these to count and put them in groups where one group will have more items than the other group. We will use them to learn how to count to 5, 10, 15 then 20. We will use the same materials with our five senses to explore these objects.  |
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***Resources Needed*** *(e.g., materials, etc.):*

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| *Vegetables, Fruits and Cutlery.*  |

***Procedures:***

1. ***ENGAGE*** *(How will you set a purpose for the learning opportunity, focus children's thinking on the learning outcomes, connect and engage children’s interests and prior learning or build interest.. what is your hook?!)*

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| I’ll start the lesson blindfolded and try to use my five senses to determine what they are, then try to determine which group I think has more than the others |

1. ***EXPLORE*** *(Describe how you can actively encourage children in building their own understandings of learning outcomes)*

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| I would encourage them by asking them open ended questions and then return to the same questions after experimentation |
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1. ***MAKE SENSE*** *(Describe how you will support students in communicating what they have learned and support them in figuring out what it means through further practice)*

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| ***I would have them explain to one friend what they have learned to test their understanding*** |

1. ***CLOSE*** *(Describe how you can bring closure, determine learning attained and provide synthesis)*

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| I will bring all the items used and restate the objective of the lesson and then count up to 15 to ensure that we have all learned how to count till them.  |

1. ***FOLLOW UP*** *(Describe how you can build on the lesson in the future to reinforce concepts taught, as well as how you can build from student interest by following their lead)*

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| I could use this lesson as a step up to learn numbers until 30. I would observe which of all the items they were very interested in using and then move on from there |

***List a minimum of 3 new vocabulary words that children will develop as part of this learning plan:***

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| 1. More
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| 1. Less
 |
| 1. Total
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***List a minimum of 3 open-ended question for each lesson phase that you can ask children as part of this learning plan:***

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| 1. Which group has more objects?
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| 1. Why do you think this group has more than this other group?
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| 1. What can we do to make both groups have the same number of objects?
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***Describe why this activity is developmentally appropriate for this group of children. Be sure to clearly address each of the three components of developmentally appropriate practice (DAP)***

1. ***age appropriate***
2. ***individually appropriate***
3. ***culturally appropriate***

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| It’s age appropriate because children in this age are learning how to countIt’s Individually appropriate as it helps them learn the sequence of numbersCulturally appropriate as all cultures need to learn how to count objects |

***Describe how in this activity you promote the following (please utilize specific examples and avoid overly vague generalizations or connections:***

1. ***Promoting Analysis and Reasoning:*** *(List specific examples of questions and/or open-ended prompts that address the following indicators of analysis and reasoning:* why and/or how questions, problem solving, prediction/experimentation and/or classification/comparison) \*these are pre-planned opportunities

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| Why do you think this object feel rough while this one feel smooth?Why do we have more objects in this group than in the other? |

1. ***Promoting Opportunities for Creating:*** *(List specific examples of how your lesson plan provides opportunities for each of the following indicators:* brainstorming, planning and/or authentic production)

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| Using open-ended questions, it helps them to brainstorm answersHaving them explain what they’ve learned to at least one friend, helps them internalize the answers they need |

1. ***Promoting Opportunities for Integration:*** *(List specific examples of questions and/or open-ended prompts that address the following indicators of integration:* connecting concepts, and/or integrating previous knowledge) \*these are pre-planned opportunities

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| This group has 4 grapes while this one has 5, what can we do to make both groups the same? |

1. ***Promoting Opportunities for Connections to the Real World:*** *(List specific examples of questions and/or open-ended prompts that address the following indicators of analysis and reasoning:* real-world applications, and/or related to students' lives) \*these are pre-planned opportunities

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| ***Through the questions that I use to help them brainstorm, the students will then be able to apply to money ( how many pennies make a nickel and so on) also when playing with friends fighting over toys, they can use the concepts of more/less/same and divide the toys equally so as to not fight over them.***  |

***I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson is focusing on promoting concept development through high quality interactions and everyday materials easily obtained in a family’s home or surrounding outdoor environment. The outcome of my lesson is not a “cookie cutter” product.***

***\_Gertrude Moreland\_\_\_ Yes***

***\_\_\_\_ No***