**Learning Plan**

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| **Name**: Gertrude Moreland  | **Age of Children**: 3-5  | **Date**: 06/03/2024 |
| **Title**: Cognition & General knowledge |

***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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| Child recognizes differences between familiar and unfamiliar people, objects, actions, or events |  |

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

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| By the end of the lesson, this child will be able to understand simple patterns (Math), child uses pretend play to understand their culture and environment (Cognition & General Knowledge) and child engages in scientific talk (Science) |

***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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| For Math, they can use different cutlery to help the child be aware of different patterns. For instance, cup & plate pattern. For older kids, you can add more to the pattern. For pretend play, most families already own dolls thus they can use that, if not the kids can pretend to act different roles such as mom & dad, officer, criminal, etc. For science, we could focus on modeling the right words such as; weather, animals & plants |

***Resources Needed*** *(e.g., materials, etc.):*

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| ***Utensils, Dolls and descriptive words( Science)*** |

***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 will use a doll for pretend play, which will then “help me” come up with the answers to a pattern and I’ll use the doll to also describe to me scientific terms like the weather, etc.  |

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

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| Through Show and Tell, kids can exercise what they’ve already learned  |

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 could have them describe what they have learned to 2 friends, which helps them internalize the lesson |

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

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| For the 3 & 4-year old’s, I could just ask them questions and for the 5-year old’s, I could do individualized testing or put them in groups of 4 and have them answer the questions |

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 increase the number of objects in the pattern, while using the doll as my “student” to answer my questions. I’d also use the kids interests from last lesson to add more components to my lesson plan.  |

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

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| 1. Sharing
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| 1. Pattern
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| 1. Predict
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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. Why do you think we share things?
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| 1. What cutlery do you think comes next?
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| 1. What weather do you predict it will be tomorrow and why?
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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 is age appropriate because at this stage, kids’ imagination has grown even more, thus the use of dolls/trucks, etc. is vital. It’s individually appropriate because by having kids develop patterns, they learn to apply critical thinking skills and draw conclusions. Its culturally appropriate because not all kids’ parents can afford to buy toys, kids can just have their friends play pretend with them. |

***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 we share? Why do you think this cutlery follows the next one? Why do you think we have different types of weather? Do you know how each weather comes to be? |

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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| Think of ways we can create a harder pattern for the next group? Have kids pretend play different roles unique to their culture |

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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| What methods can this doll learn the names of the different weather patterns?How can the doll predict the patterns of cutlery? |

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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| *How can we create a class where everyone learns to share?* |

***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***