**Learning Plan**

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| **Name**: Gertrude Moreland | **Age of Children**: 3 years | **Date**: 5/19/23 |
| **Title**: | | |

***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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| ***The Head Start Goal in Language is for them to attend to, understand and respond to communication and language from others while in Literacy the goal is for them to repeat familiar rhymes, sing favorite songs and retell familiar stories using props*** |

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

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| ***The student will be able to show understanding of some words and phrases used in conversation and can respond to simple questions and be able to repeat familiar rhymes and retell familiar stories using props*** |

***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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| In this activity, we will utilize the items already in the kids environment for instance in Language, the parent can describe to their child the utensils in the kitchen. Talk of their color, shape and function. For literacy, most homes already have books they own . Therefore the parents/ caregivers could use magazines, newspapers, maps, etc. to help enhance their child’s language by describing what’s in the magazines/ newspapers, etc. |

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

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| ***Everyday housejhold items like; pots, pans, foods, furniture etc. and magazines, children’s books, maps, etc.*** |

***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 would start by introducing a repeat after me song that is simple yet catchy to set the tone but one that aims to increase their vocabulary and understanding of the subject matter in question. |

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

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| I could explain to them at the beginning of the lesson what I expect each of them to have mastered by the end of the lesson. This could be demonstrated by a class activity we do that would determine their level of understanding |

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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| ***After a lesson let’s say on fruits, I could have each of them have a turn in sharing what is the name of each fruit and what benefit do we get from eating it.*** |

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

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| ***I would determine learning outcome if kids can describe at least 3/5 fruits correctly and say what benefit it is to their diet.*** |

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 reinforce learning by starting out each lesson by asking them the name and function of for instance, the fruits we’d learned about and build upon them. If during my first introduction about fruits topic arose such as which fruits have large seeds versus those with smaller seeds, I could then bring in fruits with different sized seeds and cut them in the presence of the students. They could each get a guess of which sized seeds they think the fruits I brought have, then I would cut up the fruit*** |

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

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| 1. Fruit |
| 1. Seeds |
| 1. Skin |

***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 eat fruits |
| 1. Why do you think fruits have a skin around them? |
| 1. How do you think this seed came to be? |

***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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| Its age appropriate because by then they know what fruits are and have eaten most of them and know their names  Individually appropriate as kids prefer one fruit over the other  Culturally appropriate because I could study the cultures within my class and bring diverse type of fruits and also ask them what foods these fruits accompany, what time of day it’s eaten, what spices/ condiments they add and what utensils they use to eat them with |

***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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| ***Asking why do they think some fruits have large versus small seeds*** |

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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| ***By asking them to think of what these fruits accompany during meals, it will help them learn how each culture is different yet unique*** |

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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| ***Why do you think some fruits have soft skins while others have hard skins? ( this is an opportunity to integrate science)*** |

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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| ***Students can use this chance to learn about their cultures’ use of fruits and they can learn about other children’s cultures which promotes cohesion in the classroom.*** |

***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***