**Learning Plan 6**

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| **Name**: Gertrude Moreland | **Age of Children**: 6-8 | **Date**: 06/22/2024 |
| **Title**: Language and communication for kids whose second language is Swahili |

***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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| Attending and understanding simple phrases  |

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

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| The child will be able to attend to, understand and respond to communication and language from others in their first language |

***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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| This lesson will embrace all the items in their home whereby each week they’d focus on a different category. For instance: colors, shapes, utensils, clothes, etc.  |

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

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| I’d be teaching them the parts of their body, thus I would use myself as a prop |

***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 state that at the end of the lesson, my goal would be that they’ve learned at least the names of 5 of their body parts in Swahili |

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

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| I could challenge them each week to add to their vocabulary, one new part of their body in Swahili |

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’d have them quiz each other on the different parts of their body and whoever gets the most points gets to choose who goes next.  |

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

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| I’d use a worksheet with the drawing of the parts of their body and then quiz them on what the names are in Swahili |

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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| Each week I’d focus on different sections of the body, e.g: this week the face, next torso, etc. I could even group kids and ask them to come up with songs to help them memorize the parts of their body and the most catchy one will be learned by the whole class |

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

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| 1. Sehemu (Parts)
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| 1. Za (Of)
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| 1. Mwili (Body)
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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. What do you think is the function of the eye?
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| 1. Why do you think we should learn the names of the parts of our body?
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| 1. What is an easy way to remember all the names?
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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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| Age: Kids already would know the parts of their body in English; thus It would be easier for them to learn their names in SwahiliIndividually: kids would know what each body part is named, thus can also learn about boundariesCulturally: This lesson would help bring the knowledge gap they have in Swahili, which makes them more relatable to their relatives who speak Swahili as their first language |

***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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| What do you think we would look like if our eyes were on our chins? Could you draw that?What functions do our body parts play? Think of other ways not mentioned |

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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| I could have each student make their best drawing of a regular faceNext, I would have them group up and have them come up with a drawing of a body whose body parts aren’t in the right place |

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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| Think of ways in which each body part is connected and how they work together |

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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| Do you know of a person who is missing a body part? How do you think that makes their life difficult?What ways have they adapted to live a regular life?If you knew/know of such a person, what ways would you help them or make them be encouraged? |

***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***