**Learning Plan**

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| **Name**: Natasha Roslosnik | **Age of Children**: 3 - 5 | **Date**: November 21, 2021 |
| **Title**: Grab Bag | | |

***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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| **Teaching Strategies Gold Objective**  **Primary Objective**  Science and Technology  26. Demonstrates knowledge of the physical properties of objects and materials  **Related Objectives**  Physical  4. Demonstrates traveling skills  Language  8. Listens to and understands increasingly complex language  a. Comprehends language  9. Uses language to express thoughts and needs  a. Uses expanding expressive vocabulary  Cognitive  11. Demonstrates positive approaches to learning  b. Persists  12. Remembers and connects experiences  a. Recognizes and recalls  13. Uses classification skills |

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

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| Children will be able to:   * Explain what they feel * Describe what they see * Name shapes * Sort, match, and compare items |

***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 activity creates opportunities for learning using exploration of cognition and senses. This activity can be done simply enough in school, at home, or on the go.  The only requirement for this activity is the ability to gather items. In the house, this includes small toys and everyday items (such as utensils, toothbrushes, or pens). Materials can be gathered outside in the forest (leaves, pinecones, rocks, or moss for example), at the beach (shells and rocks), or anywhere that the gathering of small items is non-evasive. |

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

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| To get started, one resource that you will need is a method of hiding objects. This can include:   * Paper bag * Lunch bag * Shopping bag * Bucket hat   While you may gather any items around, here are a few suggestions to get started:   * Rocks * Shells * Jacks * Marbles * Rubber balls * Pens * Erasers * Paper clips * Small soap * Small container * Toys * Lightweight tools * Keys * Travel sized bottle * Magnets   \*As a personal rule, I do not use food items in my lessons. However, if you and your children intend to eat the food that was touched, it adds a fun variation. This could include grapes, marshmallows, or cereal. These foods have unique textures and can be consumed immediately after use\*  \*\*Be sure that nothing in the bag can hurt your child in any way. Avoid sharp or jagged items that may poke or cut the skin\*\* |

***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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| Who can describe what “senses” are?  Senses are the way our body perceives an external stimulus; this can be with sight, smell, hearing, taste, and/or touch. Today, we are going to use our sense of touch and sight.  With our touch, we are going to describe different textures. Texture is the feel, appearance, or consistency of a surface or substance.  Some texture examples include rough, soft, sandy, bumpy, slick, prickly, pointy, rocky, wet, hairy, furry, fluffy, woven, scaly, flakey, scratchy, spongey, or slimy.  Using our sense of sight, we will describe exactly what we are looking at. For example, the color, shape, and size of an item.  How can our senses help us?  Our sense of touch can let us know if something is too hot. This helps to protect our bodies from getting burned. Our sense of sight helps us to make our way through the world, without it (as in the case of blind people), we need tools to help us get around. Our sense of smell can help us detect hazards. For example, we might smell smoke before we see it. Our sense of hearing is a great learning tool, helping us communicate and hear alarms. Finally, our sense of taste also helps us to stay alive. Taste helps our body identify if something is good for us or might harm us. |

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

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| After participating in this activity, children should become more aware of the physical properties and textures surrounding them. Ask children how they think something feels (a table surface for example), then have them touch it and ask them if their expectation was met. Explaining that an “expectation” is what you think something should be like, what you are expecting. Allowing children to touch tangible items will ensure that they stay engaged.  One fun way to explore this concept in a more abstract way would be to ask children what they think something they cannot touch might feel like (a building in another country, food they have never eaten, or possibly aquatic or exotic animals for example), you could compare the feelings with something that is closer or look up what something feels like online. For example, ask a child what they think a sea turtle shell feels like – allow them to compare the feeling to something they may be familiar with (such as other shells or rocks).  As you hear children comparing and describing textures, provide them with expansive and expressive vocabulary. |

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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| Watch as children reach into the bag, allow them to explain what they are feeling before they pull out the item, and encourage them to use detail as they attempt to describe the item. For children who are using larger descriptive words, scaffold the activity by allowing them to sort the items (in whatever way they see fit). For children who seem to use the same descriptive words for many items, help them by expanding their vocabulary. For non-verbal or less talkative children, allow them the opportunity to feel items, examine them, and help them with descriptive language.  As children pull out items, ask them if they are familiar with the item that they are holding. Have them try to match the feeling of the item in their hand with an item that is not present. Allow them to match the colors, shapes, and any other aspect of the item with external items (for example, if a ball is red they might think of a red stoplight, apple, or toy car). |

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

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| To wrap up the lesson, talk about different textures, colors, and shapes. Discuss the types of textures that are being worn by the children (denim, leggings, and cotton), talk about how they feel, how they move, and the various colors. See if the children come up with ideas about textures that were not yet discussed.  Ask the children if they have ever felt a texture that they think is unique. Explaining that unique means one of a kind or unlike anything else. Have them try and describe what was special about that texture. Was it soft or rough? Did it make them feel good or not so good?  You will know that learning has occurred when the children are using descriptive words to describe the textures around them, when you notice that they are sorting items, and when they are comparing items or textures. |

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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| One way to improve upon this lesson would be to include some items that they could break or cut. This could be balls of sand or baking soda that they could crush with their hands, various papers to try and tear, or soaps they could sample. Each of these items would have physical properties for them to describe. This added piece could be done after they pull the item out of the bag.  Another way to improve upon this lesson would be to include items that have different temperatures; adding an ice pack or a warm rice bag for example. |

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

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| 1. Senses – the way our body perceives an external stimulus; this can be with sight, smell, hearing, taste, and/or touch. |
| 1. Texture – the feel, appearance, or consistency of a surface or substance. |
| 1. Expectation – what you think something would be like, what you are expecting. |
| 1. Unique – one of a kind or unlike anything else. |

***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 textures do you enjoy? Why? |
| 1. What textures do you avoid? Why? |
| 1. Can you think of any unique textures? |

***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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| This lesson is age appropriate as children notice differences and similarities very early. Children also enjoy sensory experiences as they help to form a stronger connection with words and their meanings. Hearing that something is soft is different than feeling how soft it is. Young children learn by doing, they need to touch various items to get a clear understanding of the textures.  This activity is individually appropriate as it can be easily adapted. For younger children, they can feel items and be given descriptive words to help them build up their vocabulary. Older children can be given the challenge of sorting the items multiple times; allowing the children to decide how they want to sort it. It is also individually appropriate as the bag can be filled with items that are interesting to the individual child. Theme bags could be a fun way to further individualize this activity (for example – all natural items or sports items).  This activity is culturally appropriate; everything has a texture, and all items can be described one way or another. To ensure that this activity remains culturally appropriate, I would advise the bag creator to exclude religious items or anything that might hold a special sacred value. |

***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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| During this activity, ask the children:   * What items were the most difficult to recognize from touch alone? * What items were the easiest to recognize from touch alone? * How would you organize these items? * Is there another way that these items could be organized? * How many different descriptive words did you use in this activity? * Did you notice if you used any descriptive words for multiple items (“hard” for example) * Can you think of an item or texture that you are curious about? * What items would you put in a bag for someone else to feel?   Children can work with adults or other children to brainstorm what they might put in a bag if they were to create one. They can also work with someone to help them sort, categorize, and separate various items. They can work with adults to help build up their vocabulary with descriptive words. This helps children with their cognitive development and scientific classification skills. |

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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| This activity promotes cognitive development in multiple ways. First, it promotes schemas; knowledge that is gained through experiments and actual interaction with the environment (this would include the touching of items, learning the feel of certain textures, and categorization). Children can learn assimilation and apply new information to existing schemas (two unrelated items might feel the same). Children also learn adaptation as they build on previous knowledge of items.  As children work together (or with an adult), they may learn that we all have different ways of describing the same thing. How they described the way a marble might feel (for example) might be different than their partner. Children might find that they enjoy the feeling of certain items and dislike others while the opposite may be the case for their partner. This is process promotes authentic production.  Getting together the items encourages planning. The person gathering will want to gather a range of items that feel different from one another; different textures, shapes, sizes, and colors. It is helpful to brainstorm what items might be enjoyable and fun before hand and after (to see how the lesson can be improved the next time). |

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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| When starting this activity, connect concepts by asking children what textures, shapes, and colors they are familiar with. Provide them with examples of textures and associated items (for example – tree bark is rough and brown). Ask the children if they have stuffed animals at home, encourage them to describe (in detail) what their stuffed animal feels like, what shape it is, and what colors it is.  Examples   * Are you familiar with the word texture? How would you describe texture? * Does anyone have a favorite texture? * Does anyone have a least favorite texture? * How could we sort items with different textures? * What types of things would you consider slimy? * What are other ways we describe items? |

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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| While talking with children, ask them what items they enjoyed touching, if there was anything that they did not enjoy, and if they were easily able to identify items before they saw them.  Ask children why they think our senses are important. In what ways does our sense of touch help our everyday lives? How does sorting items help us?  Finally, ask them why they think it is helpful to know the physical properties of an item. Why might it be important or helpful to be able to describe something to another person? |

***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.***

***\_\_X\_\_ Yes***

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