**Learning Plan**

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| **Name**: Natasha Roslosnik | **Age of Children**: 3 – 5 | **Date**: December 12, 2021 |
| **Title**: Adventure Awaits! | | |

***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**  The Arts  36. Explores drama through actions and language  **Related Objectives**  Social-Emotional  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Physical  4. Demonstrates traveling skills  Language  8. Listens to and understands increasingly complex language  a. Comprehends language  Cognitive  11. Demonstrates positive approaches to learning  e. Shows flexibility and inventiveness in thinking  Science and Technology  26. Demonstrates knowledge of the physical properties of objects and materials  Social Studies  32. Demonstrates simple geographic knowledge  The Arts  36. Explores dance and movement concepts |

***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:   * Use their imagination to build a unique story * Work with others to create a story * Explore movement * Verbalize their knowledge of tangible items * Recall and share simple geographic knowledge |

***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 creativity, exploration, adventure, discovery and learning anywhere children can move. This can be done at school, at home, outside, with family or friends. The participants verbalize a story and then act out the scenes.  There is no requirement on the size of the space; if the allowed space is smaller, children can walk, jump, or move in place. If the space is larger, children can run or move around the space as they see fit. |

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

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| There are no required resources for this lesson, however; to improve upon the lesson (or make it more structured) you could use:   * Paper and a writing tool (to write down the story or pre plan a starting point) |

***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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| What is the best story you have ever heard?  How did the story make you feel? Did you have a physical reaction such as smiling, goosebumps, or maybe even tears?  Does anyone know what the word “imagination” means? Imagination is the ability of the mind to be creative or resourceful.  Today, we will be using our imagination to go on an adventure. We won’t be physically traveling; our words will set the scene and our bodies will react. React means to respond, in this case, we will be responding (or reacting) to the words. We will all work together to build a story and act out what we’ve described. “Described” means give an account in words of someone or something, including all relevant characteristics, qualities, or events.  We will all need to listen to each other, encourage one another, act out what is being said, and try to make sure that the story makes sense. |

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

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| After discussing what “imagination” means, discuss how descriptive words can help to paint a story in the mind. Share examples of descriptive words such as “white sand beach” or “small white mouse”. Ask the children if they can think of any words that help to add detail. If children struggle with it, point out items that are around them. Have them describe the shape, color, size, or textures. By allowing them to come up with their own descriptions, they will be engaged in the lesson.  Listen to the stories that children start to tell, help them to build upon the stories if they seem to cut them short, or help with guiding questions that can bring the story back on track if it seems to go off course. Ensure that children have control of the stories that they are creating, ask them questions as to why they went a certain direction, or possibly how they got to a point. |

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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| As children are telling their stories, act out the words with them. For example, if they say “hot sand”, hop up and down as if your feet are burning. If they mentioned a “cute baby”, smile at it and make a “coo” noise (while ensuring that you are not a distraction to the story). These actions will model what the other children could be doing in the story.  To scaffold this lesson, allow children to go into depth with their story telling. Allow them to bring in props, make up songs, or whatever they need to enhance their sociodramatic play. For children who seem to be enjoying the listening part, encourage them to join but do not force their participation. If children have a difficult time getting started, set the scene for them. Familiar scenes (such as school or a local park) could be helpful or exotic scenes (such as space) could help to spark their imagination.  Encourage children to share their adventure with family or friends. This might help them to think about other areas they could have gone, more characters, richer descriptions, props they might want to use in the future, or new adventurous locations. This imaginative play will help children to understand the world around them and express themselves both verbally and physically. |

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

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| While wrapping up this lesson, ask the children what their favorite part was. Did they enjoy creating the story? Listening to the ideas of others? Acting out the scenes? Or maybe a combination of both.  Reflect on any themes. Was there anything that came up more than once (family, animals, COVID, or monsters for example)?  I will know that learning has occurred when I hear children using descriptive language, when I see them acting out scenarios together, or hear them creating unique stories on their own. |

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 write down the stories that are told. This could be done in a large group setting or a small group. After stories are written down, they can be shared with friends and family or posted in a public space (the refrigerator or classroom wall).  Another way to build upon this lesson would be to have prompt cards pre-written. These could be used as aids for children who have a hard time getting started or seem to become quickly stuck. For example, cards could set the stage with the location (space, magic castle, swamp, beach, or amusement park), provide descriptive words (lumpy, soft, squishy, pokey, sandy, and so on), or characters. |

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

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| 1. Imagination – the ability of the mind to be creative or resourceful. |
| 1. React – to respond. |
| 1. Described – to give an account in words of someone or something, including all the relevant characteristics, qualities, or events. |

***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 is the greatest story you have ever heard? |
| 1. What part of this process do you enjoy the most? Creating a story or participating in the story? Why? |
| 1. Can anyone think of a unique setting for a story? |
| 1. How can we add more detail to our stories? |

***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 activity is age appropriate as it encourages creativity, boosts imagination, improves logical thinking, expands vocabulary, and allows children to explore movement. These activities can be done with large group collaboration, with pairs, or with adult assistance.  This activity is individually appropriate as children oversee the direction of the story. This allows them to set the scene, create storylines, and characters that are individually interesting to them.  This lesson is culturally appropriate as the direction and cultural considerations are in the hands of the creator. |

***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 the activity ask children:   * Have you ever had a physical reaction to a story? Can you explain the reaction? * How did you come up with the scene? * What characters did you come up with? * How did you come up with the characters? * Can you think of your characters backstories? * How could we make this story go longer? * Can you act out your story?   Children can work in partners or small groups to brainstorm stories that they would like to tell. While they are doing this, they can act out their scenes. This will help children with their collaboration skills, conversational development, and creativity. |

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 brainstorming as children work together to build a story using their imagination. This process is both verbal and physical, ensuring children stay engaged.  Children can think of scenes, characters, or situations beforehand; allowing children to pre-plan the direction of the story, this promotes authentic production. |

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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| While starting this activity, connect concepts by asking children to recall favorite stories, interesting situations, or favorite people/characters. Ask the children if they have ever retold a story that they have heard, a show that they have watched, or something they have seen in real life. This conversation will set the stage for the imaginative lesson that the children are about to engage in. By integrating their previous knowledge, each new story can be built upon to fit each individual child.  Examples   * Who has a favorite story or show? What is it about? * What is something interesting that you have seen in person? * Can you think of a funny character? What makes them funny? * Are there any locations that you dream of visiting? What makes them interesting to you? |

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 open-ended questions; their responses will provide a window into their lives. Children will be able to freely discuss what might be going on around them in a safe environment (play). Ask children why they set up certain environments in their story, where they came up with the characters, and how they feel about their story.  This lesson helps children develop their language and vocabulary, promotes a genuine connection to the real world (geographic knowledge, descriptions of the environment, and recalling events), and provides opportunity for peer connection. |

***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***