**Learning Plan**

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| **Name**: Natasha Roslosnik | **Age of Children**: 3 - 5 | **Date**: December 5, 2021 |
| **Title**: Clap It Out | | |

***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**  Literacy  15. Demonstrates phonological awareness  c. Notices and discriminates smaller and smaller units of sound  **Related Objectives**  Social-Emotional  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Language  8. Listens to and understands increasingly complex language  a. Comprehends language  Mathematics  20. Uses number concepts and operations  a. Counts  English Language Acquisition  37. Demonstrates progress in listening to and understanding English |

***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:   * Demonstrate phonological awareness * Notice and discriminate units of sound * Explain what a syllable is * Count * Compare words |

***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 at home, in the car, formally at school, on the playground, while eating together, or anywhere conversations occur. This activity is done verbally by thinking of words, on-the-go, on-the-spot, just-for-fun, or as a structured lesson plan.  Children just need to ability to clap their hands while parents, caregivers, teachers, or friends help brainstorm words to clap along with. |

***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 tally the number of claps used for each word by using:   * Paper * Writing tools (pencil, pen, crayons, or markers) |

***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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| Does anyone have a special trick to learn new words?  Who knows what “syllables” are?  A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. A vowel or a vowel sound would be a, e, i, o, or u.  Basically, syllables help to break down words. This is helpful for very large words, compound words, or new words.  A compound word is a word made up of two words that are joined together. Toothbrush, bathroom, and cupcake for example.  Today, we are going to listen for syllables by clapping out our words. When you hear a vowel sound, you will clap once. For example – Na-ta-sha (three vowel sounds) would have three claps.  This will help with our oral language, specifically the pronunciation of our words. Pronunciation is the way in which a word is pronounced or spoken. |

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

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| After discussing what syllables, vowels, and pronunciations mean; give children a few examples. This should include clapping out the names of the children, your own name, and one or two items that are within sight. Then, ask the children what words they would like to try and sound out.  If the children are having fun with this activity, allow them to add movements. They can jump with every syllable, slap the ground, or do something silly that they come up with on their own.  To scaffold their learning, have a few compound words in mind (or written down) that you could share with the children. This will help them with their language acquisition and encourage them to stay engaged. |

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 will start by over enunciating words and quietly clapping. To scaffold this information, I will pause while reading books (when I come across a large word) and see if the children are able to break down the syllables on their own.  To add an element of fun and allow them to immerse themselves in the lesson, I will encourage them to share this lesson with their friends and classmates. I will let children know that they can practice their syllable claps while they are reading books, when they encounter large words (or compound words), or anytime they would like to break down a word to be able to pronounce it better. |

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

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| While wrapping up this lesson, I would ask children if everyone had a chance to clap out the syllables. We will clap out some more words together and see if anyone had a fun (or long) word that they would like to share.  I will know that learning has occurred when I hear the children physically clapping out or verbally over emphasizing words. I will also know that learning has occurred when the pronunciation of certain words improve without direct coaching. |

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 this lesson would be to include music or songs. Children could clap along to songs that they make up or songs that they normally enjoy.  Another way to build upon this lesson would be to add mathematical themes. Adding up claps with tally marks would be one way. Another way would be to graph the number of syllables. For example, the children in the class (or the people in one home) could count the number of syllables in each name; after they are added a graph could be created to see what names have the most syllables. |

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

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| 1. Syllable – a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word. |
| 1. Vowel – a, e, i, o, u |
| 1. Pronunciation – the way in which a word is pronounced or spoken. |

***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. How would you describe a syllable? |
| 1. How can breaking down words into smaller chunks help us to understand the word? |
| 1. What words can you think of that have more than four syllables? |

***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 young children are building up their vocabulary and learning how to break down words. It is also appropriate for the older children as breaking down large words into smaller more manageable words helps with their early reading skills.  This lesson is individually appropriate as it is adaptable for different situations. For young children who are building their vocabulary, this lesson helps them hear word and letter sounds. For children who are older, they can learn how to look for vowels (and break down words into syllables) in the text that they are reading. It can be individualized to fit their personal interests or be based off their names.  Finally, this lesson is culturally appropriate as words in all languages can be broken down for better understanding and pronunciation. |

***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 I can ask children:   * How many syllables do you think a word starts with? (Before clapping it out) * What word can you think of that will have more than four syllables? * Can words have no syllables at all? Why or why not? * How do we know that our syllable count is correct?   Children can work with adults or in pairs to brainstorm long words, short words, or similar words that might have a different number of syllables attached (one example would be “scrunched”). They can discuss words that they use often and try and hypothesize (or predict) how many syllables they might use in a single conversation or interaction. Children could even run a fun experiment by attempting to track the spoken words (or syllables) that they hear within a certain period of time. |

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 allows children to brainstorm words that they will then break up into smaller chunks. It allow allows opportunities for children to brainstorm methods of documentation (do they want to track words with one syllable, two syllables, and so on). Children are also free to pre-plan words or plan songs to clap along to.  While exploring the concept of syllables, children are able to discuss vowels, words, and language; this brings real-world concepts into the lesson and 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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| When starting this activity, connect concepts by asking children if they know what compound words are, if there are any words that they find difficult to speak, or if they are learning a second language. Provide them with examples of compound words (cupcake for example) and model how you would clap out the syllables. Ask children to share words that they would like to clap out.  Examples:   * What are examples of compound words? * What words are difficult for you to pronounce? * What languages do you currently speak? * What languages are you trying to learn? * Can you think of any long words with few syllables? * What are the longest words you can think of? |

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 if they are learning a second language. Ask them what they do to try and remember words in their second language or if they have any tricks to help them with their pronunciation. If you can, share with them times that you have learned a new language or needed help with the pronunciation of new words.  Ask children why they think recognizing syllables and breaking down words into smaller sounds could be helpful in their lives. |

***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***