

Learning Activity Plan for PreK-Grade 2

Teacher Candidate	Cindy Peña		
Date/Time of Scheduled Visit	April 13, 2022		
Name/Address of School	One World Project - 302 Vanderbilt St, Brooklyn NY 11218		
Age/Grade level	4-5 yr. olds / Pre-K		
Cooperating Teacher		Classroom Number	

Name of Lesson	Protecting Our Planet		
Content area(s)/developmental domain(s) addressed	<p><i>What concepts or developmental skills will this lesson address?</i></p> <p>Developmental Domains Addressed: Literacy, Cognitive and Social Studies.</p>		
Brief description of the lesson	In this lesson I will read the book " <i>The Earth Book</i> " by Todd Parr to the class. After reading, I will create a list with the class with different actions we can take to take care of our planet.		
This lesson is:	<ul style="list-style-type: none"> * A new concept/activity * A review of a previous lesson/activity 	<ul style="list-style-type: none"> * A continuation of a previous lesson/activity * A conclusion of a concept 	
Rationale	<p><i>Why is there a need for this lesson?</i></p> <p>This lesson is important because it provides the opportunity to celebrate Earth Day by working with the students on developing their responsibility, curiosity and stewardship of their environment.</p>		
Timeframe	<p><i>Keep in mind appropriate length of an activity for preschool-aged children is 20 mins at most, no more than 45 mins for children K-2 grade)</i></p> <p>Read-Aloud: 15min Whole Group Discussion: 5min</p>		

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<p>Objective(s) of the activity</p>	<p><i>What will children know, or demonstrate as a result of this learning experience?</i></p> <p>By the end of the read aloud, the students will be able to recall 1-2 actions mentioned in the book that they plan to do in order to take care of our planet.</p>
<p>Connections to standards</p>	<p><i>Which NYS Early Learning, or Common Core Standards are addressed? Are there other standards used?</i></p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community</p>
<p>Language Objectives</p>	<p><i>What language/vocabulary, communication, or literacy skill(s) do I want my students to develop in this lesson? How is this activity using the specific academic language demand?</i></p> <p>Vocabulary (Student Friendly): Language Function(s): (purpose) Language Structure: (form)</p> <p>Students will use personal pronouns to list things that they can do to protect our planet.</p>
<p>Resources/materials needed: (Include any worksheets or sources of evidence for children’s learning you will use during the activity)</p>	<ul style="list-style-type: none"> ● <i>The Earth Book</i> by Todd Parr ● Globe ● Chart paper/board ● Markers ● Recycling matching game bins (3) and pictures.
<p>Technology inclusion (if applicable)</p>	<p>N/A</p>

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<p>Procedures (step by step)</p>	<p>Anticipatory Set (Connection/Motivation) <i>What will you do to get children’s attention, or to introduce children to this learning activity? Describe the process in getting them interested and engaged.</i></p> <p>I will bring out the globe and ask, “Does anybody know what I am holding?” I will let 1-2 students answer and then ask, “Does anybody know what Earth Day is?” Again, I will let 1-2 students respond and then give a brief description of what Earth Day is before continuing with the lesson.</p> <p>Instruction/Mini Lesson <i>(Outline the procedures or sequence activities that will make up this learning experience; for instance, you might follow a routine wherein you model (I try); and ask for active involvement (we try) during a whole group session.</i></p> <ul style="list-style-type: none">● Introduce the book “<i>The Earth Book</i>” to the class● Begin reading and stop at page 5 and ask, “What were the two things they did because they love trees?” (Let 1-2 students respond).● Continue reading then stop on page 11 and ask, “Why do you think they take the bike instead of the school bus?” (Let 1-2 students respond).● Continue reading then stop on page 17 and ask, “How do you think people would feel if there were not enough food left for them?” (Let 1-2 students respond).● Continue reading then stop on page 23 and ask, “Does anybody know what the word recycle means?” (Let 1-2 students respond). Show the picture of how they are recycling then ask, “How many of you recycle in your homes? Raise your hand if you do it.” (Take a head count of how many students raised their hands and write the number down.● Continue reading then stop on page 31 and ask, “What are some things that you do to protect our planet earth?” (Take as many responses that time allows. Write down the names of the students next to their response).● Write down all of the student’s responses on the board and then go over the list together.
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	<p>Independent Practice (<i>small group activity, working with partners, or independently</i>)</p> <p>In the Table Top Toys center, the students will be able to work on a recycling matching activity. In this activity, there will be three bins and a variety of pictures that they will be able to sort depending on which bin they would put it in (glass, plastic, aluminum).</p> <p>Closure (sharing/reflection, next steps)</p> <p>At the end of the read-aloud, once we have created our list, we will go over the list once again and the students will get to choose one thing that they will be doing that day when they go home.</p>		
<p>Method of assessing children's understanding of lesson/activity/objective(s) (Be sure to include any tools, rubrics/checklists and/or worksheets you will use for assessment(s))</p>	<p><i>Pre-assessment</i> <i>Outline the steps you will take to evaluate student's prior knowledge.</i></p> <p>During the motivation, I will get to see how many students know what a globe is as well as see if any of them have heard of Earth Day. This will give me an idea of what they already know.</p>	<p><i>Assessment of Student Learning</i> <i>Outline the steps you will take to evaluate students' learning. What evidence will I have to assess whether students have successfully achieved the content objectives?</i></p> <p>I will have the class list to look back on to see who was able to add to the list. Since the student's names will be next to their responses, I will also be able to better analyze their response(s).</p>	<p><i>Assessment of Children's Language Learning</i> <i>Outline the steps you will take to evaluate students' language learning. What evidence will I have to assess whether students have successfully achieved the content objectives?</i></p> <p>I will be able to look at the list to see if the student used a pronoun when responding and I will also be able to see</p>
<p>Plans for differentiated instruction/instructional modifications</p>	<p><i>Supporting children with identified delays or disabilities</i> <i>What considerations should I keep in mind regarding cultural relevance, age</i></p>	<p><i>Supporting English Language Learners</i> <i>What modifications should I make to the activity to ensure all students are included and engaged in all steps required to meet the lesson's objectives?</i></p>	

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	<p><i>appropriateness, and ability levels for all learners?</i></p> <p>To support my students with identified delays or disabilities, I will be the person that writes the student's responses on the board.</p> <p>I will also make sure to slow down during the read-aloud.</p>	<p>To support my English Language Learners, I will accept all responses even if they are in Spanish.</p> <p>I will also make sure that the content is comprehensible for all students, including my ELL's.</p>
<p>Follow up/Extension activities</p>	<p><i>How can I provide an opportunity to remediate, reinforce, or expand on students' learning today in class?</i></p> <p>I can create a large poster with the class list we came up with so that the students can continue seeing it.</p> <p>There can be an activity where the students create recycling posters with possible recycled paper.</p>	
<p>Any additional information that would be helpful for the observer to know</p>		

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Observer feedback on the lesson plan, including commendations and recommendations for improving aspects of the learning activity