

Learning Plan

Name: Patricia Coss-Maxwell	Age of Children: 5 and Kindergarten	Date: 02/19/2023
Title: Making Applesauce		

Learning Standards and Outcomes

Learning Standard: Be specific (begin with the State/Agency Early Learning Standards or the State K-3 Content Standards)

Washington State Early Learning and Development Guidelines – Communicating (Literacy).

https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf

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

- The children will understand that we can communicate ideas and thoughts with symbols (age 5-K).
- The children will form letters and show increasing knowledge of letters and sounds (age 5-K).
- The children will copy signs, labels, names, and words. (age 5).
- The student will write simple sentences, such as recipes, lists, cards, letters, etc. (age 5-K).

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:

In this learning opportunity, the children will be introduced to the following:

- Letter sounds
- Symbols
- Print
- Writing
- Comparisons, such as similarities and differences
- Following directions

Besides, they will learn about the following:

- Cooking and food preparation
- Healthy snacks
- The difference between fruit and vegetables
- Where the food comes from

Besides, they will develop the following;

- fine motor skills when they write and use kitchen tools,
- socio-emotional skills when they follow directions,
- taking turns when participating in the activity,
- and cognitive skills when they measure and compare different kinds of apples.

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

- Writing tools
- Paper
- Recipe cards with pictures and words to reinforce the steps of making applesauce and a video about the procedure.

Also, if you decide to cook the applesauce, the following ingredients and kitchen tools are needed;

For making applesauce:

- Ingredients
 - Apples (3-4 per child)
 - Water (3/4 cup)
 - Sugar (1 tbs)
 - Cinnamon (1 tsp)
- Kitchen tools
 - Potato peeler (for adult use only)
 - Cutting board
 - Measuring Cup
 - Safe Knife
 - Medium-sized pot
 - Wooden spoon
 - Fork
 - Bowl
 - Small containers to portion the applesauce and spoons

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?!)

To engage children in the activity, you can say, "Do you like applesauce? Would you like to learn how to make homemade applesauce? Have you ever made applesauce at home? We will make our applesauce together today, but we need a recipe. Do you know what a recipe is? Yes, a recipe is written directions that tell us what ingredients we need, what tool we need, and the procedure (how to make it). Do you have writing tools, such as pencils, crayons, or markers?" Explain that they will write their recipe to take home and make applesauce with their families. Then, say, "Have you ever had applesauce for a snack? How does applesauce taste? (sweet or sour) What is its consistency of it? (mushy, soft, wet). I have an applesauce recipe to share with you today. The recipe has words you already know. Also, it has directions we need to follow so the applesauce comes the way we want it. You will write the recipe on your paper with the writing tools. Then, you will take your recipe home to teach your family how to make homemade applesauce. Are you ready?"

2. EXPLORE (Describe how you can actively encourage children to build their own understandings of learning outcomes)

Show the children the picture on the recipe cards. Then tell the children, "Let's start with this card. What picture is on this card?... Right, there are apples. How many apples do you see? What color are they? What shape do they are? How big or small are they? The word on the card is apples, and you write like this, a-p-p-l-e-s. What sound does the word apples begin with?... Right, it begins with the /a/ sound. What letter makes the /a/ sound?... How does the letter /a/ sound?... The letter 'A' makes the /a/ sound. The word begins with the letter 'A.'" Then, continue with all the recipe cards. Please encourage them to write the words. If they want, they can draw pictures of the ingredients too.

3. MAKE SENSE (Describe how you will support children in communicating what they have learned and support them in figuring out what it means through further practice)

I will repeat the process with each of the recipe cards. I will ask the children to identify the picture on the card and the beginning-letter sound for each word and to spell the words. Also, I will ask what the tools are used for. I will support collaboration among the children by asking questions. I will continue for as long as children show interest or time allows.

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

After exploring all the cards, I will check for understanding by asking the children the following:

- "How do you spell the word apples? How does the letter /a/ sound?"
- "Did you find words that have similar sounds? Which ones?"
- "Why do you think they have the same sound?"
- "Can you think of other words that start with the /c/ sound?"
- What did you learn today?

5. 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)

To expand on children's words, you can add the words to a phrase; you can say, "I like to eat apples. What about you?" Also, you can make the phrase more complex; you can say, "I like to eat red apples and green apples because they are very juicy and sweet. What about you? Which apples do you prefer?" Besides, you can add novel and exciting words by saying, "apples are the fruit of the *rose family*. You know, fruits and vegetables are classified by families too, like us. Also, they are healthy. Do you know what healthy

means?... it means that it is good for you. They help you to grow. Applesauce is a healthy snack because it has vitamins and minerals that are good for your body."

Additionally, you can add facts; you can say, "apples grow in trees and can be used to make juice, jelly, applesauce, apple pie, and even apple butter. What is your favorite apple dessert? " Then scaffold the learning by saying, "can you find another recipe card with a word that starts with the sound /c/?" Provide hints and assistance if the children need help finding another recipe card that starts with the same letter. You can say, "look at all the cards; which another word has the sound /p/? Let's say their names aloud and look at them. Can we think of another fruit or vegetable that starts with the same sound? Listen carefully." Read the words on the cards, emphasizing the letter sounds. To expand the lesson, the children and you can make homemade applesauce. Ask the children to help you to read their recipe for homemade applesauce. When reading the recipe, emphasize the words' sounds.

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

1. Fruit

2. Juicy

3. Rose Family

List a minimum of 3 open-ended questions for each lesson phase that you can ask children as part of this learning plan:

1. How does applesauce taste?; What is the shape of the apples?; Do you know what a recipe is?

2. Where can you get apples? Do you know what the meaning of ingredients is? Do you know where apples come from?

3. What other dishes can you make with apples? How do you spell the word apple? Why are apples a fruit?

Describe why this activity is developmentally appropriate for this group of children. Be sure to address each of the three components of developmentally appropriate practice (DAP)

1. age appropriate
2. individually appropriate
3. culturally appropriate

1. This activity is developmentally appropriate for this group because it supports children's language development in a way that is consistent with their developmental level.

2. It emphasizes the importance of meeting children where they are and supporting their literacy and language development based on their individual needs and abilities. Also, it helps develop language skills at different rates, and it can help support their progress in various ways. For example, this activity can help children identify letters and find similarities and differences with other letters.

3. This activity is culturally appropriate because it considers the diverse backgrounds and experiences of the children involved. For example, the lesson is taught in Spanish, and the words are written in that language. The children will be exposed to other languages that will increase their vocabulary.

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

- Analysis - Why do we need to write and follow a recipe?
- Reasoning - Where can we get fruits and vegetables? Where do they come from?
- Prediction – What would happen if we did not follow the recipe?
- Experimentation – What would happen if we changed the recipe?
- Classification and comparison – Are oranges, grapes, and apples fruits or vegetables? Why?

2. 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)

- Brainstorming. The children will have the opportunity to deepen their understanding of the differences and similarities between apples. For instance, the teacher says, "I like to eat red and green apples because they are very juicy. What about you? Which apples do you prefer, red, yellow, or green?"
- Planning. The children will have the opportunity to plan before the next activity. They will write a recipe they will use later; they can make homemade applesauce at school or home. When writing the recipe, emphasize the words' sounds.
- Authentic production. The children will be able to produce ideas as they learn. The teacher can support children in creating their knowledge by asking them, "Can we find another fruit or vegetable that starts with the same sound?"

3. 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

- Open-ended questions. Children will focus on generating solutions when they hear open-ended questions, such as "can you find another word card that has a word that starts with the sound /a/?"
- Connecting concepts. Children will connect ideas when they receive factual information about something they know, such as "apples grow in trees and can be used to make juice, jelly, applesauce, apple pie, and even apple butter. What is your favorite apple dessert?"
- Integrating previous knowledge. When the teacher scaffolds learning with information and questions, children will incorporate prior knowledge, such as "apples are the fruit of the *rose family*. You know, fruits and vegetables are classified by families too. Like us."

4. 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

- Real-world applications. Children will connect concepts to the real world when the teacher says, "apples grow in trees and can be used to make juice, jelly, applesauce, apple pie, and even apple butter. What is your favorite apple dessert? "
- Related to students' lives. Additionally, children will relate the learned concepts when the teacher says, "apples are the fruit of the *rose family*. You know, fruits and vegetables are classified by families too. Like us."

I certify that the lesson I am submitting needs to utilize a worksheet or rote learning experience. My lesson focuses 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.

☒ Yes

☐ No