

Final Lesson Plan 4

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| Name: Mallory Namoff | | Date submitted: March 27, 2016 |
| Name of Activity and Content/Domain area: Color Sorting Exploration | | Integration: Math, Social-Emotional development, physical development, & social studies. |
| Age group(s) this activity is planned for: Ages 3-5 year olds. | | Grouping: Large Group- Using all the children in the classroom |
| Goal/Rationale: | To expand their knowledge on large and small groups. | |
| Objective(s): | To verbalize or propose a way we can categorize items. To classify the items the children brought from home. To participate in organizing the items based on the theme. | |
| Vocabulary: (Language and Literacy focus) | Sort Large group Small group | |
| Connection to Prior Knowledge | We have been studying the terms 'large group' and 'small group' as a school wide study. Remind them by saying, "Remember how we have been looking at what large and small groups are? Today, we are going to think of a way we can organize our colored objects from home." | |

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| <p>Materials & Preparation: in advance?</p> | <p>Materials:</p> <p>Items brought from home that represent the child’s favorite color</p> <p>Preparation:</p> <p>Send a letter home to the parents stating that there will be an in class activity using this item from home. Make sure they are notified to allow their child to bring it in.</p> | |
| <p>Role of Documentation</p> | <p>I am going to document based on observation and general note taking of dictation and the different groups the children suggest. I will take pictures for display of their knowledge and for the study.</p> | |
| <p>Learning Experience:</p> | <p>During the morning meeting time, after breakfast, song and story time, tell the children that we are going to do an activity with the items that were brought in from home. Ask each child individually “What did you bring in today? Why did you bring it in? What color on your object is your favorite color?” Allow the children to express what/why they brought it and what their favorite color is, because this is how we are going to categorize them to start. When each child is done, ask the group, “Do you think we can make small groups based on these items?” Allow them to answer. Prompt them to group the items based on colors. Let the kids take over and participate. Ask if there are more ways we can categorize them. Prompt the children when needed. Take pictures of the different groups you make and document what group it is and who stated it for future documentation. Go through several different ideas of groups, prompting questions as needed to formulate ideas.</p> | |
| <p>Individualization:</p> | <p><i>Plans for children with IEP’s</i></p> <p>Attention Deficit Disorder - Allow the child to categorize items into a large or small group on his own time if he is unable to participate at the moment.</p> | <p><i>Plans for non IEP children who have specific needs</i></p> <p>English language learner- ask this child direct questions in the home language and have the other children respond to his ideas in his home language as well. Validate his ideas.</p> |
| <p>Assessment strategies:</p> | <p>Here, I will take down dictation of who is theorizing ideas and what their saying, this will be included in their Teaching Strategies Gold assessment.</p> | |

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| Wrap up: | Since this activity will be a part of our morning circle time, once we are done with this activity, the children will move into choosing what they want to do for small group time. |
| Standards: | 7.A.ECa "Compare, order, and describe objects according to a single attribute." 8.A.ECa "Sort, order, compare, and describe objects according to characteristic or attributes." |

Pre-Primary Lesson Plan Draft Rationale/Narrative

- Explain how/why this activity is developmentally appropriate for the age group planned for. Explain how/why this will engage them. Explain why you grouped the children the way you did.

- Think about how children at this age learn and their developmental needs and strengths. Describe how this experience addresses those strengths and needs and how it is active, hands-on, or open-ended.

- Discuss how this activity addresses the integrated nature of children's learning and development and which different languages/learning/modalities this activity incorporates and how. Include things like:

- + Social-emotional development

- + Development stages/sequences of concept development

- + Language development and emergent literacy

- Refer to some theory or research you are familiar with (from course texts or your own research) that relates to development and/or learning. Explain **how** this theory supports your argument for the developmental appropriateness of this activity.

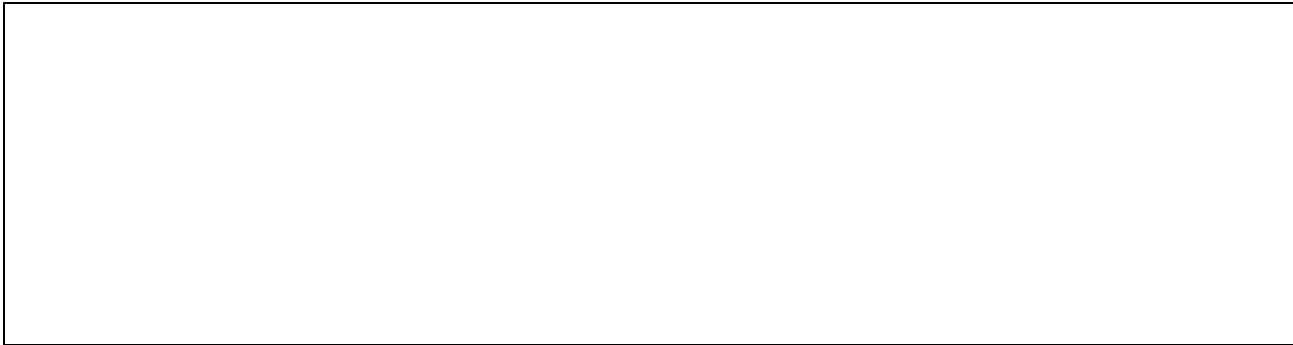
Throughout the year, the children have been learning about large and small groups as part of a school wide study that Velma Thomas is doing. In this lesson, we are going to take a closer and more meaningful look at what groups are based on their favorite colored objects. To connect this to color, I had the children bring in their favorite colored object from home. This really engages the family and allows for a home school connection. This is developmentally appropriate because it is an open ended activity that doesn't require a right or wrong answer. This is allowing the classroom to work together and verbalize thoughts and ideas and carry it out into organization of items. This could be a little challenging for the younger ones, but I think with the right prompting questions, it will work. However, this will definitely play to the strengths of the older children, because they are already

beginning to grasp the concept of large and small groups and will find this activity challenging but also not above their heads. By verbalizing their ideas to their classmates and working together, this will enhance their linguistic and social skills.

I am using the Reggio Emilia philosophy to connect this lesson to. The Reggio Emilia philosophy encourages working with genuine, real life experiences to do different explorations. Loris Malaguzzi states, "It is not an imposition on children or an artificial exercise to work with numbers, quantity, classification, dimensions, forms, measurement, transformation, orientation, conservation, and change, or speed and space, because these explorations belong spontaneously to the everyday experiences of living, playing, negotiating, thinking and speaking by children." I believe this is a child led activity that will encourage spontaneous ideas and the creativity of children.

To be completed *after* you have implemented the lesson and discussed with your supervisor.

| Reflecting on the Teaching & Learning Processes of the Activity | |
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| Name: | Date: |
| <p>What do you think the children learned? What did you learn? How did you feel about doing this activity with the children? What strategies seemed to work well? What strategies might you suggest for the future?</p> | |



11/24/15