

## Final Lesson Plan

Name: <b>Cynthia Flores</b>	Date submitted: <b>4/6/16</b>
<b>Name of Activity and Content/Domain area:</b> Identify an activity that will be engaging to pre-primary children and identify the key content area or domain. <b>A “Special Me” class book</b> <b>Literacy</b>	<b>Integration:</b> Other Related areas or Domains - What other content area or domains could that activity relate to? <b>Language</b> <b>Arts</b>
<b>Age group(s) this activity is planned for:</b> Is this planned for one age group or a range of ages? Specify the exact age(s) this activity is for <b>ages 4-5 years olds</b>	<b>Grouping:</b> Is this an activity for small groups, whole group, partners, or individuals? If working in small groups, or with partners how will you group children?  <b>This activity is for small group by 4’s eventually the whole class.</b>
<b>Goal/Rationale:</b> What is the general purpose or value of this activity? How does it connect to development and learning? What big idea/concept/intellectual understanding does it address?	<b>To develop a book, story dictation and to learn how a book is made.</b>
<b>Objective(s):</b> State concisely what will children <i>do</i> and how this discrete activity supports your goal.  The objective must be very <i>specific</i> in terms of the <i>overall</i> activity and description of what someone walking into the room would see or hear.	<b>The students will describe what they love and illustrate the things they love.</b>
<b>Vocabulary: (Language and Literacy focus)</b> Identify 2-4 words that children will be introduced to/use and that are necessary in understanding or achieving the objectives and key to the concept or big idea.	<b>Me, myself, art, author, favorite and illustrations.</b>
<b>Connection to Prior Knowledge</b> - How can you connect this to what children are already familiar with? - What will you ask, tell or show them to spark that connection or pique their interest? - What do children this age know /know how to do and how will you build on that?	<b>Children are already familiar with books that are read in the classroom, children know about libraries that you can check out books to read.</b> <b>That each story is always different not all books are the same.</b> <b>I will be talking about what if we were authors and created our own books on ourselves and the things we like.</b> <b>Children know that there is a front, spin and back cover for the book. They know that the author writes the story and the illustrator draws the pictures.</b>
<b>Materials &amp; Preparation:</b> Identify the materials you will need for this activity and how you will prepare them. Describe any other preparations or set up you	<b>White paper, crayons, color pencils, and black markers, whole punch</b> <b>To be prepared I will need to whole punch the white paper so it can be ready for the children so that it won’t take lots of time.</b>

<p>need to do. What do you need to prepare in advance?</p>		
<p><b>Role of Documentation</b>  - What will you be documenting?  - How will you document?  - Why are you documenting?</p>	<p><b>I will be documenting the children reaction to the lesson with pictures and by writing/recording down what the children say about themselves.</b>  <b>Documenting for use and to look back for other activities having to do with books.</b></p>	
<p><b>Learning Experience:</b> Describe the steps for this activity. What will you and the children do? Again be very specific and concrete; think about these as directions you are writing for someone else to carry out this activity. What questions might you ask?</p>	<ol style="list-style-type: none"> <li>1. <b>Show the class a book and describe all the sides of it and author and illustrator</b></li> <li>2. <b>Ask them if they want to create their own stories?</b></li> <li>3. <b>Set them up into groups of 4</b></li> <li>4. <b>Have them grab the white paper that already has the holes done by the teacher.</b></li> <li>5. <b>Ask them to draw their favorite things that they like.</b></li> <li>6. <b>With the group of 4 now go one by one and ask the children to write what they like about it.</b>  <b>With teacher writing on separate paper what they are saying so it can be added in the book. (if children still don't know how to write)</b></li> <li>7. <b>Ask the children why it's their favorite?</b></li> <li>8. <b>What makes is special to them?</b></li> <li>9. <b>Once all that is done give the children string so they can put it in the holes and tie it tobe a book.</b></li> </ol>	
<p><b>Individualization:</b> Describe how you will adapt this activity for children who have specific needs. Explain concisely how you will modify the activity to ensure it is successful for all children. (For example, how will you engage and support children who:  -Have limited understanding of English or limited language skills.  -Are advanced in learning and get bored easily.  -Have difficulty relating to with others.</p>	<p><i>Plans for children with IEP's</i>  <b>If children have IEP's like not knowing how to express on why it's their favorite thing, they can always just have a book of pictures of the things they like, instead of writing. Having trouble comparing with other children they don't have to share their ideas they can just show instead of talking about it.</b></p>	<p><i>Plans for non IEP children who have specific needs</i>  <b>If the child is more advanced they can write the story in English and Spanish can be added to the story. Or they could add more sentences or use more vocabulary.</b></p>

<p><b>Assessment strategies:</b> Refer to the objectives? What strategies will be used to assess if the objectives were met? What role will documentation play in assessment?</p>	<p><b>Direct observation on how much more they are able to describe themselves with compare and contrast with other students. How they are different and they all have different likes and dislikes.</b></p>
<p><b>Wrap up:</b> How will you help children revisit what was learned? What is your plan for transition?</p>	<p><b>Revisit to what we learned is now we can create a big book of the whole class, all taking turns in writing a story about the classroom, and class as a whole. Of activities done in school and their interest.</b></p>
<p><b>Standards:</b> What standards will be met? Write out standard, do not just give standard letter or number.</p>	<p><b>1.B.ECa Use language for a variety of purposes. 1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations</b></p>

