

Learning Plan

Name: Renee Pierre	Age of Children: Preschool (3-5)	Date: 5/16/2021
Title: What's Missing		

Learning Standards and Outcomes

Learning Standards:

Teaching Strategy Gold

Language:

8. Listens to and understands increasingly complex language
 - a. Comprehends language
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - c. Uses conventional grammar

Cognitive:

12. Remembers and connects experiences
 - a. Recognizes and recalls

Mathematics:

21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships

Child Outcomes:

The student will be able to:

- Verbally identify and describe objects
- Recall items removed from the group
- Verbally explain their thinking
- Identify positional words

Learning Experience

Describe the Learning Activity/Opportunity:

What's Missing is an activity that supports the development of comprehension skills and encourages children to verbally express their thinking using descriptive language. Children will develop language skills indicating the location and direction of items, such as next to, besides, in front of, or after.

In this activity, children will gather approximately six to eight everyday small items from their home environments. For example, you can use a block, brush, toy car, stuffed animal, spoon, fork, book, or paintbrush. The children will engage in hands-on exploration of the materials, describing what they see, such as similarities and differences. This allows children to become familiar with the items by using their senses to remember and transfer them into memory.

During this activity, the children will place the objects in a row or group based on their skill levels, such as placing items by color or size. This allows children to develop their higher-order thinking skills by remembering the sequence of where the items were placed. When objects are removed, children will recall and verbally identify them based on their prior knowledge and exploration experience. This helps to solidify memory skills and expand expressive vocabulary.

Materials Needed:

- A bag, pillowcase, or box
- A variety of six to eight common everyday objects
- A towel, blanket, large piece of paper, or cardboard

Procedures**1. Engage:**

I will capture the children's attention by saying, "Who would like to play a memory game?" I will expand on the new vocabulary word of memory by tapping on my head with my fingers and saying, "**Memory** is all the thoughts and stuff you know that is stored in your brain." This will add a visual and auditory sensory component to enhance their understanding of memory.

I will begin this activity by explaining what we will need to play the game. Then ask the children to gather materials by questioning, "What materials do you want to use?" The number of items used will be based on the ability and skill levels of the children, such as starting with fewer items and increasing the amount to create a challenge.

2. Explore:

Once materials are collected, I will have the children explore the items they choose by saying, "Tell me what you see." Here I will introduce the new vocabulary word of describing by saying, "You are **describing**, you are telling me what you see and know about the object." Now that the children are familiar with the objects, I will have them place a couple of items next to each other and cover them up. I will have the children cover their eyes and I will remove one item placing it into the bag. Creating curiosity, I will remove the cover and reveal the remaining items. I will introduce the new vocabulary word of disappeared by asking the children, "What item **disappeared**, what is missing?" I will also expand on the new terms by adding the word recall asking the children, "Do you **recall** what it looks like? Recall means to remember what you already know about it." Extending the back-and-forth exchanges, I will ask, "Do you recall where the item was placed in the group," for the children to practice propositional knowledge. Based on the skills and abilities of the children, I will adapt the number of objects used in each round to scaffold their learning experience.

3. Make Sense:

To make sense of this activity, I will guide the children's learning by asking open-ended questions, such as "Why did you put the objects in that order?" and "How did you remember or recall what was missing?" This promotes high-order thinking by encouraging children to process their thoughts and reasoning. Children can use this knowledge to expand and further the progress of skills.

4. Close:

To bring this activity to an end, I will provide time to ensure each child has had multiple turns or as many as they want up until this point. I will ask the children, "What did you like about this game? Was it difficult to recall what was missing or hard to describe what you could not see?" I will also ask, "What strategies did you use to help you remember what disappeared?"

5. Follow-up:

To build upon this lesson, I will increase the challenge based on the children's individual interests and abilities. The difficulties can be increased by the children taking turns removing items, changing how many objects are removed, and using materials similar in color, shape, or size. I will remind the children that they can use any materials or play in different environments, such as outside or with a larger group of people. I

will also provide art materials for children to expand on using their descriptive language by drawing a picture that reflects the expressive language used to describe the objects in this activity.

New vocabulary words that children will develop as part of this learning plan:

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| 1. Memory: everything we know from our experiences that are stored in our brain |
| 2. Describing: saying what you see or know about it |
| 3. Recall: thinking of what you already know |
| 4. Disappeared: what is gone, taken away, or missing |

Open-ended questions for each lesson phase that you can ask children as part of this learning plan:

Exploring the materials:

1. Tell me about these items?
2. How are they different?
3. How are they the same?

During the activity:

1. What is missing?
2. Tell me what it looks like?
3. How did you know that?

After the activity:

1. How did you know what was missing?
2. How did you remember the item?
3. What items could we use next time?

Describe why this activity is developmentally appropriate for preschool-age children:

Age-appropriate:

- This activity is developmentally appropriate because young children enjoy playing games. The preschoolers are active participants in creating the game by having a role in choosing the objects. The What's Missing activity encourages back and forth exchanges between the adult and children. This supports the children's development of expressive language and increasing the number of words used in their sentence structures.

Individually appropriate:

- This activity is individually appropriate because the learning can be scaffolded based on the children's needs and abilities. For example, the game can start with two items and removing one item at a time. By adding more objects and/or removing more items can increase the challenge making it more advance. This game also supports children's individual interests by allowing them to choose their own materials. By using familiar materials, children can expand upon their prior knowledge creating more authentic learning.

Culturally appropriate:

- This activity is culturally appropriate because children are using common everyday items from their own environment. For example, children can use a blanket with culturally authentic fabric or

chopsticks to replace a spoon or fork. The children can also use their home language to describe the objects, which creates a more profound, meaningful learning experience.

Describe how in this activity you promote the following:

Promoting Analysis and Reasoning:

Why and how questions:

- Encourage children to describe what they see by asking them, “How are these materials similar? and How are these items different?”
- Ask the children, “Why did you choose these items?” This promotes opportunities for reasoning and higher-order thinking through the expression of their thought process.

Problem-solving:

- Ask probing questions, such as “How did you recall what is missing? And What strategies did you use to figure out what was missing?”
- Model self-talk to walk through the problem-solving process, such as saying, “I remember there were three things one was a spoon, another was a paintbrush, and what was the last one? Hum, it was red and had four wheels.”

Prediction and experimentation:

- Ask the children to predict which items they think will be removed before they are revealed, “Which items do you think are missing?”
- Experiment by rearranging the objects once the children have successfully memorized the items' order by asking, “What do you think would happen if we mixed up everything in the group?”

Classification and comparison:

- Create an open discussion with the children by describing what they see, asking them, “Tell me about these items.”
- Compare the characteristics of the items. For example, I would ask which ones are the same and which are different by questioning, “How are the brush and paintbrush similar? How are the brush and paintbrush different?”

Promoting Opportunities for Creating:

Brainstorming:

- Make a list with children of common everyday materials by asking, “What are some small items that we can collect to play this game?”
- Ask the children how we could change the game for next time by asking, “What items could we use next time.”

Planning:

- Ask the children what order the materials should be placed by saying, “What item should go first? Which item would go next? What items would go last?”
- Provide children with size expectations before they collect materials by saying, “All the items you gather need to fit into this bag.”

Authentic production:

- Incorporate different levels of play by individualizing the number of items used and removed.
- Encourage children to take the lead in their learning by gathering their own materials.

Promoting Opportunities for Integration:**Connecting concepts:**

- Model expressive language by describing what items are and their purpose. This increases children's vocabulary promoting language development. "The shape of the ball is round. What colors do you see on the round ball?"
- Make connections to new vocabulary words by using them often and in other situations, such as "My keys are missing, do you see them anywhere?" or "I cannot recall where I put my bag, do you remember where it is?"

Previous knowledge

- Use common everyday objects to allow children to utilize their prior knowledge to aid them in being able to remember what item was removed. "there was that object that was a solid color. Do you remember what color it was?"
- Observe children on how they use language to express their thoughts and understanding with spatial relations. "Do you remember what the object next to the brush looks like? Can you describe it?"
- Incorporate new vocabulary building off what they already know. For example, if I observed that the child already understands the term besides, I can enhance the learning experience by introducing similar words, such as next to.

Promoting Opportunities for Connections to the Real World:**Real-world application:**

- Expand conversations with the children by providing new vocabulary through questions, such as "What do you think this is? What is it used for?"
- Engage in open-ended dialog with children to scaffold their learning of everyday objects. For example, a child may know an umbrella keeps you dry in the rain, but they may not be able to express further details. "Yes, this does keep us dry from the rain. It is called an umbrella."

Relation to children's lives:

- Use common everyday household objects to make a deeper, more meaningful connection to students. For example, asking, "Do you have this at home?"
- Use the children's previous knowledge by restating what they already know and expanding on it. "Yes, this is a red square. There are six red squares put together to make a cube."
- Incorporate names of objects in languages that are familiar to the cultures of the children by asking them, "What is this in your home language, the language your family speaks at home?"

I certify that the lesson I am submitting does not 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**