

Unit Plan Template

Unit Focus/Title: Transportation

Explain why you chose the focus of the Unit and the ways it builds on children's interests and supports the goals of the classroom. (2-3 paragraphs)

As I observed Mrs. Mardegian's Preschool class, I notice how the students were very engaged when she discussed fire trucks. Many students responded with experiences on how they've seen them on the road to the colors they saw. After discussing the assignment with Mrs. Mardegian, she expressed how she's noticed the students seemed to express interest in cars, trucks, and trains. I've decided with the student's interest in mind to do a unit plan on transportation to extend their knowledge of different types of transportations such as airplanes, helicopters, and rocket ships.

This unit will build on the students' current knowledge about different vehicles, how they're used, and other concepts such as safety when riding in a vehicle or walking. The students will be challenged through different content areas in an engaging and rich environment to extend their knowledge of transportation. Students will also engage in different opportunities from dramatic play areas to sensory tables. Furthermore, students will also be practicing fine-motor, gross-motor, and social-emotional skills throughout the planned learning experiences that will provide them with experiences that will support their growth and development.

Unit Structure

Explain the structure of the unit, i.e., how you plan to integrate at least two content areas in each of the 3 learning experiences and ensure that you are including each of the six content areas at least once. The content areas you will be integrating are language arts, social studies, math, science, physical education and health, and the creative arts. (2-3 paragraphs)

Throughout the day, students are meeting and building their knowledge and skills on many standards from the moment they step foot into the classroom. To ensure I am integrating the appropriate amount of content areas, I am focusing all my whole group, small groups, and educational centers to meet at least one or more of the standards for each content area. Students are engaging in both teacher-led and child-led to allow students explore in a classroom that offers rich and developmentally appropriate activities and centers. Students will be challenged each day through hands on activities in all content areas.

I will always begin with a question or story of the day to introduce the topic(s) we will be covering during the lesson experience. I plan to do whole group lessons to start the day and discuss our current themed activities. The activities that I will do can be sent home to parents to see what we are learning in class. Furthermore, I plan to have rotational groups of intervals of 15-20 minutes for small groups and educational centers for closer observations and assessments to ensure that I am available to engage in conversations with my students

Learning Experience Plan Template

Note: You are required to design and implement at least 3 child-centered learning experiences as part of a unit, integrating at least two content areas in each of the learning experiences and incorporating all of the content areas at least once across the experiences you develop. The content areas you will be integrating are language arts, social studies, math, science, physical education and health, and the creative arts.

Learning Experience Title: Introduction to Transportation

Foundations
<p>Content Areas Identify at least two content areas you will be integrating in this learning experience:</p> <ul style="list-style-type: none"> • Language Arts • Creative Arts • Mathematics
<p>Developmental Domains Briefly explain how this learning experience will support growth and learning in at least two developmental domains:</p> <p>The introduction to transportation will support growth and learning for children in the cognitive, language, and social-emotional domains. Students will build on their current knowledge of transportation while learning new ideas through creative arts and language arts. Students will also be challenged to share their ideas through engaging conversations and a rich environment filled with new and old experiences for growth and development.</p>
<p>Learning Goals in Context Briefly describe your goal(s) or desired outcome(s) of the learning experience for this particular group of children, as they align with at least one standard/strand/or theme for each of the content areas:</p> <ul style="list-style-type: none"> • Try new activities and experiences (AL/LA.48.a) • Sort objects into subgroups by one or two attributes (GK.48.i) • With adult assistance, retell a rule or safety practice (PHM/GK.48.n) • Use basic safety practices (PHM/GK.36-48) • Use body and energy to move in different ways (GK.36-48.II) • Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.36.j) • Identify own name in print (LA.48.t) • With adult assistance, listen and respond attentively to conversations (e.g., engage in at least three exchanges, poses questions and listen to ideas from others, share experiences when asked) (LA.48.z)

- With adult assistance, observe and use appropriate ways of interacting in a group (e.g., takes turns in talking, listening to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)

Materials/Technology/Equipment/Resources

List texts, websites, writing/art supplies, props/artifacts, assistive technology, computer software, Internet resources, audio/visual media, and other tools and materials needed for this experience:

- Pocket chart
- Laminated student names
- Dry erase pen
- Transportation Action Poem Cards
- Transportation Action Poem by Play to Learn Preschool
- Smartboard
- Pom-Poms
- Playdough
- Playdough mats
- Hot wheels with letter and numbers
- Laminated parking spot sheets (letters and numbers)
- 1-5 Road numbers

Car Repair Shop Dramatic Play

<https://pocketofpreschool.com/auto-shop-dramatic-play/>

- Plastic car repair tool
- Laminated schedule template for repair shop dramatic play
- Repair shop fluid bottles
- Repair shop labels
- Cardboard car
- Customer information worksheet
- Clipboards
- Cash register
- Hollow blocks to hold cardboard car
- Mechanic shirts
- Pipe cleaners (car parts)
- Beads (car parts)
- Book: *Transportation in My Neighborhood* by Shelly Lyons

Learning Experience Sequence

Align all activities with the standard(s), goal(s), and context.

Introduction/Anticipatory Set

Explain initial teacher-and-child activities that establish a warm connection and capture children’s attention by answering the following:

- How will you draw children into the experience, capture their attention, and make them feel connected and included?

- How will you relate the lesson to children's interests, prior knowledge, and families/communities?

To introduce the transportation unit, students will begin by thinking and answering our question of the week. We will begin the lesson during our morning meeting with an action poem called "Transportation". During this action poem, students will make the sounds of different types of transportation as displayed on each card (for example, "*I hear choo-choo-choo when a train chugs by*"). We will then discuss the outcome of our question by also including mathematical terms such as more and less. These activities will create an opportunity for students to express themselves using words and sentences and actively participate in conversations.

Building/Applying Knowledge and Skills

Explain specifically, in a step-by-step fashion, what you and the children will be doing in this learning experience. Make sure the experience is meaningful, developmentally appropriate, and supports your goal(s). Keep in mind the specific content areas and developmental domains you have identified as relevant to the learning experience.

1. Upon arrival, students will sign in using the dry erase pen and write their name. I will ask the student the question of the week: How do you want to travel? Students will choose from the following options:
 - a. I would like to ride in a train
 - b. I would like to ride in a plane
 - c. I would like to ride in a boatStudents will place their name on the pocket chat in their choosing and find an indoor center.
2. I will begin the morning meeting with singing the good morning song, going over daily jobs, calendar, and weather. I will introduce the action poem by asking the students to stand on spots.
3. I will individually go over each one by asking the following question:
 - a. **Train:** What sound does a train make? "choo-choo-choo"
 - b. **Plane:** What sound does a airplane make? "zoom-zoom-zoom"
 - c. **Boat:** What sound does a boat make? "toot-toot-toot"
 - d. **Car:** What sound does a car make? "beep-beep-beep"I will then introduce the transportation action poem by displaying the full poem on the smartboard and using a pointer and sing our action poem by using the repeat after me method.
4. After we sing our action poem, I will revisit the question of the week. I will create an anchor chart to create a bar graph of our data from the question of the week.
5. As a whole class, I will ask, "Let's look at the chart, let's count how many friends would like to ride in a train", we will then color the number of boxes for each student. We will go through each option and color the appropriate numbers.
6. I will then ask the class "Which one has the most colored squares?" and "Which one has the least colored squares?".
7. I will then introduce our themed transportation educational centers which include road numbers, playdough mats, pom-pom matching, letter/number parking, library with

multiple transportation books, and car repair shop dramatic play area. Students will be released to explore through the different centers.

Explain how the experience may be differentiated to meet the needs of individual children, including children with exceptionalities. Give specific examples related to particular children in the classroom that you observed.

To differentiate and meet individual students including children with exceptionalities, I will break down the question with visuals for the students while giving them extra time to think and reflect on the question. If a student is still needing assistance, I will ask simple "yes" or "no" questions based on their experiences in the specific vehicles to guide them in the direction of answering the prompt.

An example that I observed was during a mini lesson for dental health. The teacher's question of the day was "Do you like carrots", the teacher provided a picture with the sentence, "yes, I like carrots" and "no, I do not like carrots". She also repeated it to the students using the sign language gesture for "yes" and "no" when repeating it to the student. She also gave him extra time and if she noticed he was still having trouble in answering, she would break it down by asking "Have you tried a carrot?" and "Did you like it?", soon after the student was able to answer the question. The teacher responded positively to him completing the question of the day and acknowledge his perseverance.

Assessment

Assessment is the process by which early childhood professionals gain an understanding of children's ongoing development and learning. Explain strategies you will use to assess children's learning. Consider how you will:

- Utilize and document observations to assess children's learning.
- Make sure all assessments are aligned with your goal(s) for the lesson.
- Create an accurate record of children's performance and share the record with your host teacher (and with families, if appropriate and approved by the host teacher).

To assess the students, I will be observing their interactions from answering prompted questions during the morning meeting to observing their engagement through the educational centers. I will also observe and ask questions as students are playing in the educational centers including the dramatic play area. I will also document the centers I noticed had the most engagement to the ones who had the least to revamp and ensure educational centers are continuing to spark interest, creativity and develop new skills.

Closure

Closure is taking time to wrap up the experience by summarizing, reviewing, and/or reflecting with the children on the learning that has taken place.

- Explain the approach(es)/strategy(ies) you will use in the closure of your learning experience: (1–2 paragraphs)

As we close our lesson, I will provide students with a 10-minute warning for closing to allow students to wrap up their activities and instruct them to meet on the carpet. I will ask the class about the sounds of the train, plane, boat, and car from the transportation action poem.

I will then close the introduction lesson with reading *Transportation in My Neighborhood* by Shelly Lyons.

Reflection

Critical reflection is an essential part of continuous improvement. Reflect on the planning, designing, and implementation of this learning experience. What worked well, what adjustments did you make, how did children respond, and what evidence do you have of their learning. Consider what you would do differently next time and what you would like to do to follow up on this learning experience. Think about how to involve families and others to support children's development and learning. Ask your Host Teacher for his/her comments/feedback. Then summarize your reflection. (You will draw on these summaries when you complete the final Reflection Questions for this Assessment.)

(1–2 paragraphs)

Learning Experience Plan Template

Note: You are required to design and implement at least 3 child-centered learning experiences as part of a unit, integrating at least two content areas in each of the learning experiences and incorporating all of the content areas at least once across the experiences you develop. The content areas you will be integrating are language arts, social studies, math, science, physical education and health, and the creative arts.

Learning Experience Title: Let's Learn About Land Transportation

Foundations
<p>Content Areas Identify at least two content areas you will be integrating in this learning experience:</p> <ul style="list-style-type: none"> • Creative Arts • Math • Science • Social Studies • Language Arts • Physical Education
<p>Developmental Domains Briefly explain how this learning experience will support growth and learning in at least two developmental domains:</p> <p>The introductions of cars and trucks will support their growth and learning for children's cognitive, language, social-emotional, and physical domains. Students will build on their current knowledge of cars and trucks while learning new ideas through whole group, small group, and center-based learning. Students will be challenged to share their ideas through engaging conversations and rich environments filled with new and old experiences for growth and development.</p>
<p>Learning Goals in Context Briefly describe your goal(s) or desired outcome(s) of the learning experience for this particular group of children, as they align with at least one standard/strand/or theme for each of the content areas:</p> <ul style="list-style-type: none"> • Refine wrist and finger movements for more control (e.g., pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d) • Participates in a variety of physical exercise (PHM.36-48.e) • With adult assistance, retell a rule or safety practice (PHM/GK.48.n) • Initiate interactions with other children or interact when other children initiate (SE.48.b) • Participate in small and large group activities (SE.48.c) • Regulate own emotions and behavior most of the time (SE.48.h) • Try new activities and experiences independently (AL/LA.48.a) • With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)

- Recall past experiences in new situations (AL/LA.48.f)
- Create letters and other forms using various materials (AL/LA.48.h)
- Recognize and name written numerals to 5 (GK.48.c)
- Sort objects into subgroups by one or two attributes (GK.48.i)
- Follow basic directionality with adults and peers (GK.48.j)
- Identify and use simple tools to extend observations (GK.48.w)
- Construct a roadway or path out of blocks or other building materials (GK.48.z)
- Describe color and shape in artwork (GK.48.gg)
- Use a variety of tools and materials to create new products (GK.48.hh)
- Comment on characteristics of others' work (GK.48.ii)
- Name the feelings that own artwork is intended to express (GK.48.jj)
- Sing songs in recognizable ways (GK.36-48.kk)
- Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)
- Sit and listen to an engaging story from beginning to end (LA.48.m)
- Recognize and name 10 letters (LA.48.p)
- With adult assistance, listen and respond attentively to conversations (e.g., engage in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z)
- With adult assistance, observe and use appropriate ways of interacting in a group (i.e., takes turns in talking, listens to peers, wait to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)
- Describe and tell the use of familiar items (LA.48.dd)

Materials/Technology/Equipment/Resources

List texts, websites, writing/art supplies, props/artifacts, assistive technology, computer software, Internet resources, audio/visual media, and other tools and materials needed for this experience:

Painting with Cars:

- Desk trays
- Hot Wheels and Trucks
- Paint
- Wipes

Centers/Whole Group:

- Number Road Maps (<https://owensfamily-gwyn.blogspot.com/2019/06/free-number-road-mats.html?m=1>)
- Plastic colorful cars/trucks
- Desk trays (x6)
- Clear Bin
- Black Pebbles
- Cars and Trucks (12 each)
- Transportation Signs (6 each)
- White Paper
- Road Tape
- Stickers

- Markers
- Crayons
- Tape (to create parking spots)
- Hot wheels (with letters)
- Trucks (with letters)
- Anchor Chart

Books:

- *Down by the Station* by Jennifer Riggs Vetter
- *Gus's Garage* by Leo Timmers
- *Beep, beep, vroom, vroom* by Stuart J. Murphy

Learning Experience Sequence

Align all activities with the standard(s), goal(s), and context.

Introduction/Anticipatory Set

Explain initial teacher-and-child activities that establish a warm connection and capture children's attention by answering the following:

- How will you draw children into the experience, capture their attention, and make them feel connected and included?
- How will you relate the lesson to children's interests, prior knowledge, and families/communities?

To introduce the land transportation unit, I will be reading *Down by the Station* by Jennifer Riggs Vetter (<https://www.youtube.com/watch?v=LvqgguvmsleE>). In this story, it provides a brief adventure on different forms of transportation. Students will be able to see their favorite type of transportation and identify their sounds. At the end of the book, I will ask each student on their favorite type of transportation and write them down on the anchor chart. In this introduction, we will learn about the types of transportation they are interested in.

Building/Applying Knowledge and Skills

Explain specifically, in a step-by-step fashion, what you and the children will be doing in this learning experience. Make sure the experience is meaningful, developmentally appropriate, and supports your goal(s). Keep in mind the specific content areas and developmental domains you have identified as relevant to the learning experience.

1. I will begin the lesson by doing a whole group reading of *Down by the Station* by Jennifer Riggs Vetter. I will encourage students to repeat the different sounds of transportation within the book.
2. I will then ask the students on their favorite method of transportation. I will write all their answers on the anchor chart with their names.
3. I will then ask the students to sit in a large circle in which I will discuss our educational centers and the small group activity including the time limit and group rotations. I will express that we will be doing land transportation centers and activities today.
4. The following activities will be gone over in detail along with the rules:
 - a. Number Road Tracing (#1-10) - Students will have individual trays with laminated sheets of road numbers from Play to Learn Preschool and colorful

- cars and trucks for students to engage in tracing or placing them on the road to recreate the number.
- b. Sensory Station - Students will engage in sensory bins that include black small pebbles with cars and trucks.
 - c. Community Map Activity - Students will engage in create a map with multiple tools including stamps and stickers. This center will be using an entire table wrapped with paper and road tape.
 - d. Car Parking Letter Matching - Students will engage in matching hot wheel cars to the respectable parking spot.
5. After we discuss the centers, I will explain the small group activity of painting with cars.
 6. I will use a PowerPoint presentation that will consist of a group of student's names with a timer. Once students have arrived at their appropriate centers, I will set a timer on the screen for students and I to track the time left.
 7. After 10 minutes, I will give a 5-minute warning that we will be switching center and for those to begin finishing up their activity.
 8. Once the timer goes off, I will instruct the switch and begin the timer again and provide the same warning at the 5-minute mark.
 9. I will then ring our classroom bell and announce that it is time to clean-up and to meet on the carpet. I will also play the clean-up song.
 10. I will discuss with students what they're favorite activity was and read the story *Gus's Garage* by Leo Timmers for the transition to snack.
 11. To end our learning activity, I will play Red Light/Green Light with the students during their recess time and teach the students to be leads in the game.

Explain how the experience may be differentiated to meet the needs of individual children, including children with exceptionalities. Give specific examples related to particular children in the classroom that you observed.

To differentiate the lesson activity to meet the needs of individual children including those with exceptionalities is providing children with time limits such as advising a student who may need extra time by saying, "Tyler, I noticed you are playing so nicely, I just want to remind you that we will be cleaning up and moving centers in 5 minutes. I will keep these centers out after we come back from recess if you would like to play with them more." I will also support the students through calming conversations and giving them the time to finish their task.

An example that I observed was during Mrs. Mardegian's small group, a student was upset that they were not able to fully finish the activity. Mrs. Mardegian responded with a calming and respectful tone and advised the student that she will save their center to the side and when we return from recess, he will be able to work on it. Mrs. Mardegian also provided the students to play with the educational centers during indoor play time to continue the engagement.

Assessment

Assessment is the process by which early childhood professionals gain an understanding of children's ongoing development and learning. Explain strategies you will use to assess children's learning. Consider how you will:

- Utilize and document observations to assess children's learning.
- Make sure all assessments are aligned with your goal(s) for the lesson.
- Create an accurate record of children's performance and share the record with your host teacher (and with families, if appropriate and approved by the host teacher).

To assess the students, I will mainly be observing the interactions through the morning story, engagement through the centers, and through the car painting activity. I will also observe through the question and answers at the end of the lesson on their favorite centers to potentially engage them with similar activities in the other sections of transportation. Furthermore, I will be able to assess the students in creative arts by observing their engagement and conducting friendly conversation using different types of transportation terms such as asking a student, *what type of vehicle are you using to paint?* and observe the responses.

Closure

Closure is taking time to wrap up the experience by summarizing, reviewing, and/or reflecting with the children on the learning that has taken place.

- Explain the approach(es)/strategy(ies) you will use in the closure of your learning experience: (1–2 paragraphs)

To close our lesson, I ask them simple questions such that spark the idea that today we covered land transportation. I will build on their responses to the question while also discussing how amazing their car painting artwork came out including the different colors we used. To end the day, we will be read the story *Beep, beep, vroom, vroom* by Stuart J. Murphey. This book is a perfect way to end while still building on colors, car noises, and patterns.

Reflection

Critical reflection is an essential part of continuous improvement. Reflect on the planning, designing, and implementation of this learning experience. What worked well, what adjustments did you make, how did children respond, and what evidence do you have of their learning. Consider what you would do differently next time and what you would like to do to follow up on this learning experience. Think about how to involve families and others to support children's development and learning. Ask your Host Teacher for his/her comments/feedback. Then summarize your reflection. (You will draw on these summaries when you complete the final Reflection Questions for this Assessment.)
(1–2 paragraphs)

Learning Experience Plan Template

Note: You are required to design and implement at least 3 child-centered learning experiences as part of a unit, integrating at least two content areas in each of the learning experiences and incorporating all of the content areas at least once across the experiences you develop. The content areas you will be integrating are language arts, social studies, math, science, physical education and health, and the creative arts.

Learning Experience Title: Let's Learn About Air Transportation

Foundations
<p>Content Areas Identify at least two content areas you will be integrating in this learning experience:</p> <ul style="list-style-type: none"> • Creative Arts • Math • Science • Social Studies • Language Arts
<p>Developmental Domains Briefly explain how this learning experience will support growth and learning in at least two developmental domains:</p> <p>As we continue through the unit, we will continue to support their growth and learning for children's cognitive, language, social-emotional, and physical domains. Students will build on their knowledge of transportation as we learn about air transportation and engage them critically and creatively. Student can build on their knowledge of air transportation through whole group, small group, and center-based learning. Students will be challenged to share their ideas and experiences through engaging conversations, various independent center-based activities, and literature to continue to build on their growth and development.</p>
<p>Learning Goals in Context Briefly describe your goal(s) or desired outcome(s) of the learning experience for this particular group of children, as they align with at least one standard/strand/or theme for each of the content areas:</p> <ul style="list-style-type: none"> • Refine wrist and finger movements for more control (e.g., pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d) • Participates in a variety of physical exercise (PHM.36-48.e) • With adult assistance, retell a rule or safety practice (PHM/GK.48.n) • Initiate interactions with other children or interact when other children initiate (SE.48.b) • Participate in small and large group activities (SE.48.c) • Regulate own emotions and behavior most of the time (SE.48.h) • Try new activities and experiences independently (AL/LA.48.a) • With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)

- Recall past experiences in new situations (AL/LA.48.f)
- Create letters and other forms using various materials (AL/LA.48.h)
- Recognize and name written numerals to 5 (GK.48.c)
- Sort objects into subgroups by one or two attributes (GK.48.i)
- Follow basic directionality with adults and peers (GK.48.j)
- Identify and use simple tools to extend observations (GK.48.w)
- Construct a roadway or path out of blocks or other building materials (GK.48.z)
- Describe color and shape in artwork (GK.48.gg)
- Use a variety of tools and materials to create new products (GK.48.hh)
- Comment on characteristics of others' work (GK.48.ii)
- Name the feelings that own artwork is intended to express (GK.48.jj)
- Sing songs in recognizable ways (GK.36-48.kk)
- Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)
- Sit and listen to an engaging story from beginning to end (LA.48.m)
- Recognize and name 10 letters (LA.48.p)
- With adult assistance, listen and respond attentively to conversations (e.g., engage in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z)
- With adult assistance, observe and use appropriate ways of interacting in a group (i.e., takes turns in talking, listens to peers, wait to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)
- Describe and tell the use of familiar items (LA.48.dd)

Materials/Technology/Equipment/Resources

List texts, websites, writing/art supplies, props/artifacts, assistive technology, computer software, Internet resources, audio/visual media, and other tools and materials needed for this experience:

Air Transportation Pattern:

- Blank Pattern Worksheet (laminated)
- Square pieces of airplanes, rockets, and helicopters
- Velcro

Centers/Whole Group:

- Hot air balloon cutout
- Stickers
- Markers
- Crayons
- Adhesive gems
- Color pencils
- Sensory bin (x2)
- Cotton balls
- Airplane toys (x6)
- Helicopter toy (x6)
- Rocket toy (x6)

- Rocket counting puzzle (<https://www.teacherspayteachers.com/Product/Transportation-Puzzles-Numbers-1-10-3054551>)
- Hot air balloon letter match (<http://www.childcareland.com/home/car-alphabet-match>)
- Desk trays (x4)

Books:

- *Off You Go Maisy* by Lucy Cousins
- *Roaring Rockets* by Tony Mitton and Ant Parker
- *Llama Llama Zippity-Zoom* by Anna Dewdney

Learning Experience Sequence

Align all activities with the standard(s), goal(s), and context.

Introduction/Anticipatory Set

Explain initial teacher-and-child activities that establish a warm connection and capture children’s attention by answering the following:

- How will you draw children into the experience, capture their attention, and make them feel connected and included?
- How will you relate the lesson to children’s interests, prior knowledge, and families/communities?

To introduce the air transportation unit, I will be reading *Off You Go Maisy* by Lucy Cousins. In this story, it provides a brief adventure with Maisy on all the different types of transportation vehicles from the bus to tractors. Students will be able to again see their favorite type of transportation with extra features such as pigs on the farm. At the end of the book, I will ask "*what type of transportation vehicles did you see?*" and I will jot them down on our anchor chart. In this introduction, we will be able to learn about the types of vehicles the students are interested in while also touching on vocabulary such as land, air, and sea.

Building/Applying Knowledge and Skills

Explain specifically, in a step-by-step fashion, what you and the children will be doing in this learning experience. Make sure the experience is meaningful, developmentally appropriate, and supports your goal(s). Keep in mind the specific content areas and developmental domains you have identified as relevant to the learning experience.

1. I will begin the lesson by doing a whole group reading of *Off You Go Maisy* by Lucy Cousins. I will encourage students to explain what and where Maisy may be going and doing.
2. I will then ask the students on the type of transportation that we are saw including asking, "*where do you think we could find those type of vehicles? on the land? in the air? in the sea?*" to prompt critical thinking about the different types of animals.
3. I will express to my students that we will be learning all about air transportation such as planes, rockets, helicopters, and many more. I will then begin to remind them of our small group rotations.
4. The following activities will be gone over in detail along with the rules:

- a. Hot Air Balloon Process Art - Students will have a table full of cut out hot air balloons with crafting materials such as color pencils, markers, crayons, adhesive gems, and stickers.
 - b. Sensory Station - Students will engage in sensory bins that include cotton balls for the clouds and different air transportation toys such as rockets, helicopters, airplanes, etc.
 - c. Rocket Number Puzzle - Students will be creating a puzzle which will be marked 1-10 on the bottom, students will need to put them together to create the picture.
 - d. Hot Air Balloon Letter Matching - Students will engage in matching the letters to each hot air balloon to the appropriate letter.
5. After we discuss the centers, I will explain the small group activity of pattern making of different types of air transportation.
 6. I will use a PowerPoint presentation that will consist of a group of student's names with a timer. Once students have arrived at their appropriate centers, I will set a timer on the screen for students and me to track the time left.
 7. After 10 minutes, I will give a 5-minute warning that we will be switching center and for those to begin finishing up their activity.
 8. Once the timer goes off, I will instruct the switch and begin the timer again and provide the same warning at the 5-minute mark.
 9. I will then ring our classroom bell and announce that it is time to clean-up and to meet on the carpet. I will also play the clean-up song.
 10. I will discuss with students on the type of different types of vehicles they saw in the classroom today and read the story *Roaring Rockets* by Tony Mitton and Ant Parker for the transition to snack.

Explain how the experience may be differentiated to meet the needs of individual children, including children with exceptionalities. Give specific examples related to particular children in the classroom that you observed.

To differentiate the lesson activity to meet the needs of individual children including those with exceptionalities is to engage in conversation as they complete their work. This can include small positive reactions such as, "*Wow Joem! Can you tell me about what pattern you are creating?*" and continue to build on those conversations. I would also provide them with the opportunity to verbally tell me their patterns and thinking to provide extra assistance in walking them through the activity.

An example that I observed was during Mrs. Mardegian's small group, a student was having difficulties in making a healthy food pattern, she engaged with that student more by saying, "*Robert, I love how you are trying your best, can I help you with anything?*" The student responded, "*I can't do it!*" and Mrs. Mardegian had responded with saying, "*Preschool-Pause. Robert, I know you can do this, it can be a little tricky, but we can do it together, if you would like?*" She uses the term "*Preschool-Pause*" as a time-out mechanism for the children to take a minute and pause their brain from negative talk and build on positive talk. She provided Robert with extra assistance, and he was able to finish it independently towards the end.

She didn't forget to reinforce that with a positive interaction by saying, "*Robert, I am so proud of you for not giving up, I am so happy you finished the pattern*" and requested a hug.

Assessment

Assessment is the process by which early childhood professionals gain an understanding of children's ongoing development and learning. Explain strategies you will use to assess children's learning. Consider how you will:

- Utilize and document observations to assess children's learning.
- Make sure all assessments are aligned with your goal(s) for the lesson.
- Create an accurate record of children's performance and share the record with your host teacher (and with families, if appropriate and approved by the host teacher).

To assess the students, I will observe the class during the morning reading and identify if they are able to respond to my questions about what may be occurring in the book. I will also assess students during the educational center and small group activities by engaging in conversation such as *what types of air vehicles are you using?* and listen to their responses to gear stories and conversations to engage them. Furthermore, I will be able to assess students by identifying the independence if students are able to complete it with minimal assistance.

Closure

Closure is taking time to wrap up the experience by summarizing, reviewing, and/or reflecting with the children on the learning that has taken place.

- Explain the approach(es)/strategy(ies) you will use in the closure of your learning experience: (1–2 paragraphs)

To close our lesson, I will ask them about the types of air vehicles they have seen around our classroom today as we covered air transportation. I will engage with them in their responses and connect them with other peers. I will also discuss how many different types of patterns we created today. I will express how we are learning all about transportation and even ask *do you like air transportation like helicopters and airplanes or do you like land transportation like trains or cars?* To complete the day, I will read *Llama Llama Zippity-Zoom* by Anna Dewdney as they transition to snack and recess.

Reflection

Critical reflection is an essential part of continuous improvement. Reflect on the planning, designing, and implementation of this learning experience. What worked well, what adjustments did you make, how did children respond, and what evidence do you have of their learning. Consider what you would do differently next time and what you would like to do to follow up on this learning experience. Think about how to involve families and others to support children's development and learning. Ask your Host Teacher for his/her comments/feedback. Then summarize your reflection. (You will draw on these summaries when you complete the final Reflection Questions for this Assessment.)
(1–2 paragraphs)

In my second lesson plan, I decided to use the changes from the first. For this lesson, I kept our circle time of the rules short and simple. I also changed the centers and created more hands-on activities. The students were engaged with the pattern activity, but it was quite fast to complete, if I offered more pieces and more opportunity for the students to create more patterns, I feel they would have been more engaged. I noticed that also the educational play centers had a longer engagement than the pattern activity.

A few changes I'd make is to extend the time from 15-minutes to 20-minutes to allow the students to engage in the activity without feeling rushed as well as move around to multiple activities before the time is up. Mrs. Mardegian did suggest with potentially doing a physical activity type of game in the morning, as sometimes changing things up can change the engagement with the group. She used a great example of how the class was a little crazy, she had taken them outside and run laps as they do during running club, just getting a few energetic bunnies out can make a significant difference.

Learning Experience Plan Template

Note: You are required to design and implement at least 3 child-centered learning experiences as part of a unit, integrating at least two content areas in each of the learning experiences and incorporating all of the content areas at least once across the experiences you develop. The content areas you will be integrating are language arts, social studies, math, science, physical education and health, and the creative arts.

Learning Experience Title: Let's Learn About Sea Transportation

Foundations
<p>Content Areas Identify at least two content areas you will be integrating in this learning experience:</p> <ul style="list-style-type: none"> • Creative Arts • Math • Science • Social Studies • Language Arts • Physical Education
<p>Developmental Domains Briefly explain how this learning experience will support growth and learning in at least two developmental domains:</p> <p>In our final learning experience, we will continue to support their growth and learning for children's cognitive, language, social-emotional, and physical domains. As students are nearing the end of our transportation unit, they will be able to put together all the knowledge of transportation we have learned from land, air, and sea. Students will continue to build on their knowledge by the focus of sea transportation while also reviewing the last two learning experiences we have completed. Students will continue to share their ideas and experiences through conversations, story time, independent center-based activities, and hands-on experiences to build on their growth and development as a lifelong learner.</p>
<p>Learning Goals in Context Briefly describe your goal(s) or desired outcome(s) of the learning experience for this particular group of children, as they align with at least one standard/strand/or theme for each of the content areas:</p> <ul style="list-style-type: none"> • Refine wrist and finger movements for more control (e.g., pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d) • Participates in a variety of physical exercise (PHM.36-48.e) • With adult assistance, retell a rule or safety practice (PHM/GK.48.n) • Initiate interactions with other children or interact when other children initiate (SE.48.b) • Participate in small and large group activities (SE.48.c) • Regulate own emotions and behavior most of the time (SE.48.h)

- Try new activities and experiences independently (AL/LA.48.a)
- With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)
- Recall past experiences in new situations (AL/LA.48.f)
- Create letters and other forms using various materials (AL/LA.48.h)
- Recognize and name written numerals to 5 (GK.48.c)
- Sort objects into subgroups by one or two attributes (GK.48.i)
- Follow basic directionality with adults and peers (GK.48.j)
- Identify and use simple tools to extend observations (GK.48.w)
- Construct a roadway or path out of blocks or other building materials (GK.48.z)
- Describe color and shape in artwork (GK.48.gg)
- Use a variety of tools and materials to create new products (GK.48.hh)
- Comment on characteristics of others' work (GK.48.ii)
- Name the feelings that own artwork is intended to express (GK.48.jj)
- Sing songs in recognizable ways (GK.36-48.kk)
- Sing songs intimidating adults (GK.48.nn)
- Use body and energy to move in different ways (GK.36-48.ll)
- Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)
- Sit and listen to an engaging story from beginning to end (LA.48.m)
- Recognize and name 10 letters (LA.48.p)
- With adult assistance, listen and respond attentively to conversations (e.g., engage in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z)
- With adult assistance, observe and use appropriate ways of interacting in a group (i.e., takes turns in talking, listens to peers, wait to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)
- Describe and tell the use of familiar items (LA.48.dd)

Materials/Technology/Equipment/Resources

List texts, websites, writing/art supplies, props/artifacts, assistive technology, computer software, Internet resources, audio/visual media, and other tools and materials needed for this experience:

Air Transportation Pattern:

- Pool noodle
- 2 bins
- Water
- Rocks
- Pebbles
-

Centers/Whole Group:

- Row, Row, Row your boat gross motor (<https://theinspiredtreehouse.com/row-row-row-boat-3-fun-ways-to-ride-waves/>)
- Number boats (#1-5)
- Pom-Pom
- Pinchers

- Sensory box (x2)
- Blue water beads
- Boats (x6)
- Submarines (x6)
- Sea animals (assorted)
- Sand writing
- Blue sand
- Boat letter flash card
- Boat number flash card
- Boat shape flash card

Books:

- *Busy Boats* by Tony Mitton & Ant Parker

Learning Experience Sequence

Align all activities with the standard(s), goal(s), and context.

Introduction/Anticipatory Set

Explain initial teacher-and-child activities that establish a warm connection and capture children’s attention by answering the following:

- How will you draw children into the experience, capture their attention, and make them feel connected and included?
- How will you relate the lesson to children’s interests, prior knowledge, and families/communities?

To introduce the sea transportation unit, I will first ask "*what type of transportation vehicles do you remember we talked about?*" I will engage with their responses and acknowledge how much we learned about transportation and how we will be moving to discussing about sea transportation. I will also ask "*Have any of you been to a pier or beach or even a lake?*" and introduce how those vehicles we see in the water are also part of transportation. I will invite them to sing row, row, row your boat with me.

Building/Applying Knowledge and Skills

Explain specifically, in a step-by-step fashion, what you and the children will be doing in this learning experience. Make sure the experience is meaningful, developmentally appropriate, and supports your goal(s). Keep in mind the specific content areas and developmental domains you have identified as relevant to the learning experience.

1. I will begin the lesson by singing row, row, row your boat while doing our movement. I will then go over the rules of how we are going to play row, row, row your boat by The Inspired Tree House
2. We will then come back together as a group, and do three breathing exercises to calm our bodies, our minds, and get ready for the rest of the day.
3. I will express to my students that we will be learning all about sea transportation such as submarines and different types of boats. I will then begin to remind them of our small group rotations.
4. The following activities will be gone over in detail along with the rules:
 - a. Number Boat - Students will use their fingers or pinchers to put the correct number of pom-poms on the circles in the boats.

- b. Sensory Station - Students will engage in a water-bead sensory bin which will include a few sea animals, boats, and submarines.
 - c. Sand Writing - Students will be in three centers where students can trace shapes, letters, and numbers.
5. After we discuss the centers, I will explain the small group activity of pool noodle boats.
6. I will use a PowerPoint presentation that will consist of a group of student's names with a timer. Once students have arrived at their appropriate centers, I will set a timer on the screen for students and me to track the time left.
7. After 15 minutes, I will give a 5-minute warning that we will be switching center and for those to begin finishing up their activity.
8. Once the timer goes off, I will instruct the switch and begin the timer again and provide the same warning at the 5-minute mark.
9. I will then ring our classroom bell and announce that it is time to clean-up and to meet on the carpet. I will also play the clean-up song.
10. I will discuss with students on the type of different types of vehicles they saw in the classroom today and do a quick land, sea, and air pocket chart activity by providing the students with one picture in which they will need to place it in the appropriate spot.

Explain how the experience may be differentiated to meet the needs of individual children, including children with exceptionalities. Give specific examples related to particular children in the classroom that you observed.

To differentiate the lesson activity to meet the needs of individual children including those with exceptionalities is to do step by step conversations of our small group activities and engage them through conversation. I will also provide them with extra time to explore the hands-on water table. I will also provide two different bins to allow students to explore without feeling confined to just one bin.

An example I observed in Mrs. Mardegian's small group, a student was very upset they couldn't *fit* to do the activity with everyone, she had gotten really upset. Mrs. Mardegian was quick on her feet and opened two bins, she had two students per bin to allow the children to have enough space to explore. She conversed with the student and said, "*Thank you Emma for letting me know how you were feeling, I really appreciate that you were so patient while I was getting it ready*". She had explained to me that for some students, they need the space to engage in the activity without feeling confined into one spot.

Assessment

Assessment is the process by which early childhood professionals gain an understanding of children's ongoing development and learning. Explain strategies you will use to assess children's learning. Consider how you will:

- Utilize and document observations to assess children's learning.
- Make sure all assessments are aligned with your goal(s) for the lesson.
- Create an accurate record of children's performance and share the record with your host teacher (and with families, if appropriate and approved by the host teacher).

To assess the students, I will observe the class during our morning song and physical activity by observing their participation. I will also assess the student during the educational centers to ensure they are engaged and thinking both critically and creatively. I will also assess the student through their small group activities through conversations by asking questions about what we're observing such as, "*what is happening to the pool noodle?*" and "*do you think if we add this, it will still float?*" while also briefing conducting a float and sink concept with the students.

Closure

Closure is taking time to wrap up the experience by summarizing, reviewing, and/or reflecting with the children on the learning that has taken place.

- Explain the approach(es)/strategy(ies) you will use in the closure of your learning experience: (1–2 paragraphs)

To close our lesson, I will ask them about what type of sea vehicles have they seen around the classroom today. I will engage with them in their responses and connect them with experiences and other peers. I will also discuss about what happened with our pool noodles when we placed them in water as well as what happens with the pool noodle when we add things to the top of it. To complete the day, I will read *Busy Boats* by Tony Mitton and Ant Parker as they transition to snack and recess.

Reflection

Critical reflection is an essential part of continuous improvement. Reflect on the planning, designing, and implementation of this learning experience. What worked well, what adjustments did you make, how did children respond, and what evidence do you have of their learning. Consider what you would do differently next time and what you would like to do to follow up on this learning experience. Think about how to involve families and others to support children's development and learning. Ask your Host Teacher for his/her comments/feedback. Then summarize your reflection. (You will draw on these summaries when you complete the final Reflection Questions for this Assessment.)
(1–2 paragraphs)

In my last lesson plan, the students were much more engaged from the beginning of the lesson to the end. Students responded to questions asked and even shared their stories about being on boats with their parents. While we were singing row, row, row your boat, students were engaging in the song and the movements we were doing. Students were also very engaged with our small group activities, I had many questions asking about how it is doing it and even why. This allowed me to include a brief mini lesson on sinking and floating which seemed to gain a lot of interest in which Mrs. Mardegian decided to touch base on the following week.

A few things I still need to work on is my timing for the students to engage in more of the hands-on activities. Even though I did change the time, I still felt there was no time for exploration. I did notice some students wanted to continue to explore but we needed to rotate. Mrs. Mardegian suggested for some science activities, you can create a whole group lesson instead of a small group, it will give students more time for exploration, asking

questions, and thinking critically with their peers. She also expressed that it is always best to be as flexible as possible when it comes to hands-on activities as most times it can be a hit or miss but once you grasp that engagement, that's what we love to keep and continue to build on because the engagement is always stronger, and it allows them to think critically and develop the skills necessary for growth and development.