**Early Childhood Studies: CLD363 Field Education Learning Plan**

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 **Plan number: 3**

**Video Observation Title: The Meaning and Function of Writing**

 **Students will plan an inclusive group activity based on a video observation and interpretation.**

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| What do the children already know and what do they want to know more about? |
| The child had an understanding of what writing was, knew the meaning of it, and had an understanding of the textual conventions. She knew the purpose of writing and understood how it can be used in her daily life. She knew that by connecting letters, it becomes a word. However, although she had an understanding of what writing was, she invented symbols to represent letters. It seemed as of she did not know how letters looked like. She asked the educator to spell her name while she writes it down. The sounds she made, associated with her invented letters, showed that she was trying to spell out the names of her peers and teachers. Although she was using her invented symbols, it was obvious that she was interested in writing different names in the paper with the help of the educator. |
| How will your activity build on the children’s interests? |
| Writing is a skill that takes a lot of time and patience to learn. If the child does not show interest, it is a sill that is hard to obtain. The child in the video definitely looked like she enjoyed writing. However, although she knew the meaning and the function of writing, she did not know how to spell and write letters. The activity prepared for the children is built to extend the children's learning experience and to help them explore more on their interests. Writing does not have to be with a pen and a pencil. Practicing with the finger is a natural skill a child can take to learn to write in an interesting way. By placing the index cards with different words and symbols on the tray, the children will be able to copy the words on the salt tray. They may be using their hands or other types of tools to do this activity. Then, in the future, they may be able to transition over to writing on paper. |
| Given that your observations are based on limited information, what else do you wish you knew about the children and their environment? |
| Other information I wanted to know about the children in the environment was the overall literacy knowledge of the classroom. Although the ages of the children in the classroom are 4 to 5, according to the video, their literacy levels may all differ. Some may be able to write their names, but some may not. Some may be able to write simple three-letter words, but some may not even know how to hold a pencil. If the levels of the children differ greatly, I could have prepared different levels of activities that help enhances the children's writing skills. For advanced children, I may prepare an activity that encourages the children to write something about themselves or about their favourite toy. I could have done things differently if I knew the children's literacy level. |

**Age Group Kindergarten (4~5)**

**What resources/materials are needed to implement this experience?**

The resources needed for this activity are: salt, tray, food dye, construction paper, tape, index cards or flash cards and tools such as paint brush (optional).

**Experience Planning Outline**

Describe the opening, middle and closing of the experience.

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| **Opening** (*How will you draw attention to the experience to promote organic exploration?*) | **Middle** (*Describe your plan in detail - What will happen?*)  | **Closing** (*What are some ways you can scaffold this experience to expand on the children's learning and interests?*)  |
| Before actually doing the activity, I will first have to check with the family members whether there are any words that they may find offensive or inappropriate. Since everyone has different thoughts and experiences, some may not want certain words taught to their children just yet. If that happens, I can ask any suggestive words that they want their children and their peers to learn. I can also receive these suggestions even though there are not any offensive words. This activity will be displayed in the cognitive center as it requires thinking, focusing, processing and the use of memory. A set of salt trays, dyed with different colours, will be set on top of the cognitive table. The items needed for the activity will be placed next to the tray. When a child comes to the table and shows interest in the activity, I will encourage the children to try doing the activity themselves and only help them when they need it. For children who are not able to read, I will read it to them, and for those who are able to read, I will ask the children to read the words out loud. | The children will start copying down the words as they spell and sound the words on the tray. These words do not have to be in English, as the purpose of this activity is to help the children properly learn how to write and identify the letters of the words. Depending on the child’s nationality, their language can also be added. For example, we can give the child a chance to spell the word love in English and in Korean or in French, depending on the ethnicity of the child. The children will copy the words and learn how to write. They will have an understanding of what a letter is and how it looks like. They may use their hands or other materials to copy the words. The materials they use to write down the words do not have to be the materials I prepare. The children may choose their own style of pencil and explore on their own. However, when doing the activity with their hands, the children may also learn about the different textures in the environment. | This activity allows the children to develop their cognitive skills, especially their literacy skills. It allows the children to focus, investigate, explore and understand what writing really is. As stated before, to expand on the children's interest and experience, the children may also bring their own objects to use as a way to write. They may choose a word that is posted in the classroom or also pick a word that they want to write, like the girl from the video. The educator may use a phone or a tablet to show the children the spelling of the words they chose to spell. This way, the children's interests can be further explored, and their understanding of literacy will improve genuinely through their engagement in the activity. |

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| Describe your role in supporting children's engagement with this experience. |
| My role in supporting children’s learning experience in this activity is engaging the children in exploring more on their interest. I will be reading the words on the cards and spell it out for them for those who have trouble in reading. These children only have to repeat what I say and copy the letters in the tray. This way they children will understand how each letters look like and will be able to figure out the difference between each letters. I will ask the children to read on their own if the children are able to do so. My role is to prepare inclusive and culturally appropriate words so that it is not offensive to anyone, and at the same time, give the children a feeling that their culture and identity is valued. My job is to also encourage the children to try on their own. As long as the children seem to do well on their own, the things I will be doing as an educator is asking what the card says, encouraging the child to say the letters out loud, and ask how the feel and think about each word. To further enhance their knowledge, asking what each word means may be helpful. |

**Think, Feel, Act (2013)**

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| **Describe how the experience supports/reflects four of the six foundational conditions outlined in Think, Feel, Act (2013).** |
| 1. Connection is key- This activity allows children to connect with the educator, friends, and themselves. By engaging in the activity they are able to learn different languages and words that are culturally appropriate to everyone in the environment. The words they copy and learn are the words that represent themselves, their culture, their friends and the world as a whole. The activity that encourages engagement and a sense of belonging is one of the key factors that foster effective learning and development within the children (Think, Feel, Act, 2013).
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| 1. The Environment is a Teacher- The materials and the decoration of the environment should be meaningful and sensible because the environment promotes children's exploration and inquiry (Think, Feel, Act, 2013). This activity supports this as it gives the children a chance to engage with the environment and the materials in and out of the classroom. Through engaging with the different materials and words posted in the classroom, it encourages the children to investigate, collaborate and engage in creating many meaningful experiences.
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| 1. Pedagogical leader- My learning activity supports pedagogical leadership as the activity involves family interaction and requires the family's insights and opinions on the activity. Since this activity asks for suggestions and thoughts of the family members, it helps to know whether the activity itself is appropriate and suitable for the children. The collaborative work and interaction with the families support pedagogical leadership (Think, Feel, Act, 2013).
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| 1. Everyone is Welcome: Inclusive Early Childhood Education and Care - Programs are inclusive when they are designed in a way that all children can participate and feel comfortable with (Think, Feel, Act, 2013). This activity allows the children to learn different words that are culturally appropriate and are also meaningful to others and themselves. Everyone can participate as the words are a representation of who they, what they value, and what their culture is.
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**The Truth and Reconciliation Commission of Canada: Calls to Action (2015)**

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| How will your plan be informed by the Truth and Reconciliation Commission of Canada: Calls to Action (2015)? |
| This learning plan can incorporate the 12th call to action, developing culturally appropriate early childhood education programs for Aboriginal families, and the 13th call to action, acknowledging Aboriginal language rights (Truth and Reconciliation Commission of Canada, 2015). The children are able to learn different languages and words that are meaningful to themselves and others. Incorporating the Aboriginal language in the activity allows the children to recognize and respect the culture and language of the Indigenous people. Moreover, it gives the Indigenous children a sense of belonging and assurance that they are welcomed in the environment. The activity uses materials from both inside and outside the classroom and allows the children to interact and learn from them. Like as the Ways of Knowing indicated, this activity makes sure children are able to learn from non-human interactions, such as the use of materials, and are able to learn from sharing one's culture, such as languages of other children. Therefore, I believe incorporating this kind of learning in the activity is a way to develop culturally appropriate early childhood education programs for Aboriginal families.  |

**Anti-Black Racism**

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| How will your plan address anti-Black Racism? |
| Similar to the incorporation of the TRC, Anti-Black Racism can be addressed through this activity as well. By using appropriate and respective language, the ABR can be addressed in the activity. Teaching the children words relating to social justice issues and racism can encourage the children to identify the words that are appropriate and meaningful to others. Also, providing an equal opportunity for all children ensures that there is no racism and/or prejudice within the environment. Providing an unbiased educational activity can spark the children's interest and engagement in language and other cultures. |

**College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)**

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|  How will your plan incorporate the College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)? |
| This learning plan incorporates the CECE *Code of Ethics and Standards of* *Practice* (2017) by taking responsibility for children and the families. Respecting children's culture and their language allows the children to develop a sense of belonging and well-being. This activity recognizes the importance of all languages and the importance of representation. Creating a learning activity that gives the children a description and an identity of who they are, is important in their development.  |

**Questions for Self-Reflection**

**Describe how the experience that you provided engaged the children.**

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| What possibilities did the experience create?The activity allowed the children to learn meaningful terms and ways to properly write down the words. This activity created chances for the children to get to know more about their peers and themselves. Moreover, these experiences allowed the children to build upon their interest and generate more curiosity into the topic of language and writing. |
| What kinds of learning might have taken place? How would you know that this learning took place? I think the children may have learned that some terms may be meaningful to others although it is not to them. By interacting and engaging in other languages and terms relevant to themselves and to the outside world, the children are able to develop strong relationships with one another. Acknowledging that people have different thoughts and experiences allows the children to grow to respect others. Moreover, the experience they gained may extend their curiosity further on to other meaningful and significant words, as well as in activities of writing. Explaining why the terms are so important in their lives can also show others who they are, and at the same time, gain a sense of pride in themselves. |
| What next steps might you take to extend the experience?To extend the experience, I could possibly ask the children to share the class their favourite terms and explain why it is important to them. The children can teach the class the meaning of the term and show them how to write it. This way the children will have a better understanding of each other, and at the same time, the child, being the teacher, will have the opportunity to express their knowledge and share their thoughts with the class. |
| What might you do differently when planning for this inquiry if you knew more about the children and their environment (i.e., in a real life situation)?In a real-life situation, the first thing I would consider before planning this activity is, once again, the level of the children's literacy skills. As stated above, I do not know the overall level of the children's literacy skills. Therefore, the activity may be hard for some children, but it may also be so easy for some. If the level of the children's literacy knowledge has a huge gap, I may have to plan two different activities that match the children's level. Moreover, I would also consider how much the children are comfortable with English and how many are comfortable in other languages. As English may not be the children's first language, and children may not be comfortable in writing or speaking the language, preparing words and terms related to the language that they are comfortable with is important. Since this activity is a writing activity, English does not have to be the main part of the exercise. We can use terms in other languages, just like how I have stated above. However, if this is the case, as an educator, I have to first learn the proper way to write and say the terms, myself in order to teach other children.  |

**Faculty Advisor Comments:**

**(to be completed by Faculty Advisor)**

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| Describe how the experience engaged the children | What big ideas did the children explore? | What possibilities did the experience create? |
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References

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice: For registered early childhood educators in Ontario.* College of Early Childhood Educators. <https://courses.ryerson.ca/d2l/le/content/456543/viewContent/3493469/View>

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