

Activity Plan

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OVERVIEW/FRAMING

This Activity Plan is part of a larger Learning Experience Unit on:

<p>TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i></p>	<p>Students will be able to create an actual home for the animals of their choosing from the ones they learned about in hibernation. Based on where the animal goes to hibernate, the children will create an actual house, containing everything a house has. Such as, a bathroom, kitchen, and a bedroom. The basics for them to survive the winter while there metabolism is minimized along with activity</p>
<p>BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<p>What other questions might children explore through this study? What's in your home that you enjoy? Why do you like your home? Why do animals hibernate?</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Science Literacy</p>

KNOWING THE LEARNERS

<p>AGE RANGE:</p>	<p>4-5 year old</p>
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> ----- <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Children learning science gives students opportunities to learn different skills. Such as, communication, understanding problem solving, and being analytical.</p> <p>Some misunderstanding about this topic for young children would be that the animals who hibernate sleep from winter until spring, but that's clearly not true and scientifically impossible. I plan to address this by showing videos of how animals prepare to hibernate. I will also compare it to how humans prepare themselves for the winter such as, buying coats and scarves.</p>

<p>SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?^{1*}</i></p>	<p>This class will be filled with lots of parents who are immigrants so there could also be a few children who are immigrants as well. Most students are from Spanish-Speaking countries, some students will be from different countries in Africa, and there will also be families from the West Indies as well, so there are a variety of children of different backgrounds and upbringings. There will be some dialect and communication blocks due to those whose first language wasn't English, which is completely fine. Most families are most likely lower class- middle class people.</p>
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<p align="center">MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p align="center">MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i></p>	<p align="center">LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p align="center">EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> - Cotton balls - Crayons - Markers - 24- 36 inch poster paper (30 sheets should be okay) - Paint - Scissors - Paint brushes - Paint pallets - 2 drops sheets 	<p>I will add a separate table, more like a station, in the Arts and Crafts section in my classroom, so that all the materials they'll need will be on the table. This is so that the table they have to do their activity, they will have their own space.</p>	<ul style="list-style-type: none"> - The library will have books that pertain to the curriculum web, along with anything science related and hibernation books, of course <ul style="list-style-type: none"> a. Time to Sleep: Denis Fleming - Field Trip: A Nature Walk, which would the children a chance to view different animal homes - Family Engagement: Teachers can bring in baby pictures of students somewhere in their house, so that the kid can have inspiration for their homes of the animals.

^{1*} Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

<p style="text-align: center;">THE LEARNING EXPERIENCE</p>		<p style="text-align: center;">Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p style="text-align: center;">Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i></p>
<p>The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>We will first brainstorm animals that live in colder climates. We will do this by reading the book, “Time to Sleep, by Denise Fleming, which illustrates stories about animals who are preparing themselves for their winter nap, but try to fight it off. The students will also use our letters to spell out the animals we’ve brainstormed. Along with animal spelling, we can also spell the words surrounding this unit, such as sleep, hibernate, winter, cold, etc, so that they can get a familiarity with what this unit will be about.</p> <ol style="list-style-type: none"> 1. After weeks of learning about the different animals that go into hibernation, they will then choose the animal they want to the home for 2. Students will make a layout of what, where how they want their home to look like on the inside (like a draft) 3. Over the week they’ll color what their house based on the color theys they used from the beginning of the school 	<p>This activity connects to sensory play with nature. In nature there are many ecosystems in the world with different characteristics. For example, Brazil is tropical with rain and soil, while Antarctica is snow and ice. When drawing in their homes they can use different types of materials to create. A rigid or slipper effect. (Touch)</p> <p>Story telling: After reading the “Time to Sleep” book, students can retell the animals stories, using props in the classroom to mimic the animals.</p>	<p>I will let the children go at their own pace and also work with them more heavily than other students.</p>

<p>The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p>	<p>Students will be able to create an actual home for the animals of their choosing from the ones they learned about in hibernation. Based on where the animal goes ` hibernate, the children will create an actual house, containing everything a house has. Such as, a bathroom, kitchen, and a bedroom. The basics for them so survive the winter while there metabolism is minimized along with activity</p>	<p>They can use their imagination to build their character of the animal.</p>	
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>They will present their artwork to the class. By doing so, they'll get a chance to explain why they included what they added into their artwork. They will also explain why they chose their animal.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>The children can enjoy delicious snacks that go with the hibernation theme: For example, honey and berries, in reference to bears.</p>		

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

Cognitive/thinking	Students will be able to build connections from real world example to their imaginative worlds
Physical	Students will be able to gain exercise form the Nature Walk field trip
Social/emotional	Students will be able to understand how to share supplies and learn how to be patient if a classmate has something they need to complete the task, while demonstrating self control, asking questions when needing help, and being able to express themselves through their project
Language/literacy	<p>Students will be be able to explain their work work, which ultimately builds their analytical skills and communication skills</p> <hr style="border-top: 1px dashed black;"/> <p>List 3-5 target vocabulary words: Hibernation, Ecosystem, metabolism, sleep</p>

Content Area(s)	

STANDARDS/GOALS	
<i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i>	
Domain 1: Approaches to Learning	Engages in pretend and imaginative play – testing theories, acting out imagination. Demonstrates awareness of connections between prior and new knowledge. Maintains focus on a task. Asks questions using who, what, how, why, when, where, what if.
Domain 2: Physical Development and Health	Identifies sights, smells, sounds, tastes and textures. Compares and contrasts different sights, smells, sounds, tastes, and textures. Climbs stairs using alternating feet. Exhibits self help skills when dressing, cleaning up, participating in meals, etc. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.
Domain 3: Social and Emotional Development	Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.). Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation Uses materials purposefully, safely and respectfully as set by group rules.
Domain 4: Communication, Language, and Literacy	Nods or gives non verbal cues that he is understanding. Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking). Initiates conversations about a book, situation, event or print in the environment. Reviews and reflects on his/her own representations. Writes and draws spontaneously to communicate meaning with peers or adults during play
Domain 5: Cognition and Knowledge of the World	With prompting and support, retell familiar stories. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the</i>	We will sit on our rainbow rug and I'll have a list of questions I'd want to ask them , to see if they understand what hibernation really is. Thi contains questions such as:

^{2*} For CCLS, please go to the following URL:

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdffdocs/nyslsprek.pdf"

<p><i>Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i></p>	<ol style="list-style-type: none"> 1. Why do animals hibernate? 2. What season does hibernation start in? 3. What are some animals that we learned about this week that hibernate?
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POST-ACTIVITY REFLECTION^{3*}	
<p><i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning? What, if any, surprises were there? What, if any, challenges were there? Record the results of your authentic assessment activity. How would you modify this activity the next time to make it more successful?</i></p>	

^{3*} You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.