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**Team Members:**

**Focused Curriculum Plan  
ECE 312**

**Curriculum Topic: My Community**

**STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC**

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.  
The topic "My Community" will allow for active, constructive participation and involvement since each child belongs to a community and they will all be allowed to draw from their prior knowledge of the word community. Even though they all belong to a community

they will be differences in practices and beliefs. Each child will be able to include aspects of their community into the classroom and although some children may be a part of the same community there will be similarities as well as differences based on their family's culture.

2. Will this topic foster **social interaction**? Explain.

This topic will allow students to engage in social interactions with classmates and visitors to our classroom. Students will discuss the different aspects of their community and our community (the classroom). Some students are interested in pets, community helpers, and plants. By exploring the theme “My Community” students will interact with their classmates on shared interests, and they can also learn from each other. By including different family members to come in and share things they do in their community, having different community helpers come in and tell us about their jobs, having nature walks to observe different plants, and talking about pets, students will be having social interactions.

3. Will this topic be **meaningful** to your learners? How does it connect to *their* real world? Explain.

This topic will be meaningful to my learners since it is a combination of the class's interests. Most importantly each student belongs to more than one community, and it will be vital for them to understand the different aspects of a community, how they interrelate, and how people operate and work together in a community.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

Children are already knowledgeable of the different aspects or parts of a community, they can identify different buildings, people, or things that a community has to offer. They may also be able to tell you what is allowed and what is prohibited in a particular community. By learning about what is a community students will be able to see a community as a whole and not individually. They will learn that the different aspects or parts of the community that they already know combine in making it a community that is together.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

This topic will allow learners to develop problem-solving strategies since they will realize that although they are a part of the same or different community, they may have different beliefs or ways of doing things. This will challenge students to come up with solutions that will benefit each other, or they will also learn to compromise. Learners will be able to recreate the roles of different community helpers, they will be able to draw a pet, a plant, or an activity that they do in their community.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

This topic will allow children to understand they all belong to a community and their actions affect that community as well. For example, in our classroom community, a child will learn that if they talk out of turn or yell this will interrupt the class and hinders learning. Also, a student may be accustomed to performing a task based on their culture and may become annoyed when a classmate

does this same task a different way based on their culture. Learning about the topic "My Community" will help children reflect on the differences and similarities between their classroom community and their external community and learn how to control disruptive impulses.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

The topic will build on the learners' prior understanding of the meaning of the work community. They will understand that the different parts of the community that is familiar with come together to make a whole and each part of the community depends on each other to function. Learners will also understand that a person being different does not exclude them from a community. Although community members must share some common interests there will also be differences in a community.

8. Does the topic allow learners **to gain a deeper knowledge of general principals and explanations** of the world? Explain. Since the community includes community helpers' students will learn that police officers help to uphold the law of the law and by breaking one of these laws there is a punishment. They will learn that with every action there is a consequence, good or bad.

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain. By learning about the community and its similarities and differences students will learn how to be respectful of other's beliefs and practices.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.  
Students will be able to practice how to self-regulate and co-exist. When a classmate's beliefs or practices are different from theirs and they may want to act out or say that their classroom is doing it wrong.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.  
Since we have children that speak different languages this would be an ideal opportunity for me to incorporate the cultures of these students by including books in their language. This way the students will be included, and they may also learn the languages of their classmates. Our nature walks, us recreating the roles of different community helpers and us reconstructing our community in the block area will aid our monolingual female student who needs to develop gross motor skills

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.  
This topic will be interesting and motivating to learners since it includes the interests of the students. They will be eager to learn more about their interests and add to their prior knowledge. Students will also have the choice to work in the different play areas as they continue to develop and learn about their community.

## **STEP 2: LEARN THE CONTENT:**

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

- Communities are made of different people who are alike in some ways
- A community is governed by rules
- Each part of a community work together to make a whole
- A community member's actions affect the community at larges
- A community is made up of buildings, plants, and animals
- Members in a community provide service to others

2. Gather information from various sources of research. List at least 3 resources for each of the following:

**A. Children's literature:**

- We're Better Together: A Book About Community by Eileen Spinelli Illustrated by Ekaterina Trukham
- Our Class is a Family written by Shannon Olsen, illustrated by Sandie Sonke
- The Day You Begin by Jacqueline Woodson, illustrated by Rafael Lopez

**B. Website Information**

Alvarez, Laura B. "Seven Simple Ways to Create Healthy, Happy Neighborhoods." *The Conversation*, 31 Oct. 2016, <https://theconversation.com/seven-simple-ways-to-create-healthy-happy-neighbourhoods-67758>

Kindig, Christopher. "What it Takes to Create Community Connection." Foundation For International Community, 3 Dec. 2018, <https://www.ic.org/create-community-connection/>

Schulten, Katherine. "Come Together: A Thematic Collection of Times Articles, Essays, Maps and More About Creating Community." *The New York Times*, 19 Sept. 2018, <https://www.nytimes.com/2018/09/19/learning/come-together-a-thematic-collection-of-times-articles-essays-maps-and-more-about-creating-community.html>

### C. Library Identified Resources

Dyer, Cecily. "Community and Activism in One Brooklyn Family's Roots." Brooklynology, 4 Feb. 2021, <https://www.bklynlibrary.org/blog/2021/02/04/community-and-activism>

Bowers-Smith, Diana. "A Magnolia Tree Grows in Brooklyn.", Brooklynology, 20. May 2014, <https://www.bklynlibrary.org/blog/2014/05/20/magnolia-tree-grows>

Schwartz, Anna. "The Poet from Syria." Brooklynology, 1 Sept. 2021, <https://www.bklynlibrary.org/blog/2021/09/01/poet-syria>

2. What did you *learn* from your research?

I learned that communities are better when the members work together and not against each other. Our differences are what make us unique and though we may be different we can still coexist. I also learned that communities should be human and a place to share based on Alvarez's article. This can lead us back to our classroom being compared to a community. It should be 'human' so that each child can see a reflection of themselves and their culture. Sharing should be highly encouraged and practiced daily. We all come together in some form in our community. Our community is a place where we should feel free to be vulnerable, learn to communicate, and stay connected. It is also a place for activism and change.

3. What *misinformation* did you find in your original ideas?

The book by Shannon Olsen identifies as a family, I did not include that comparison. I believe that view our community as a family signifies that is more intimate, together, and I believe that is how a community should operate. Although a community should work together there will be times when members of a community may fight against other members in the community.

### **STEP 3: IDENTIFY KEY CONCEPTS:**

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. "What is a community?" will explore and give students a deeper understanding of the word community.
2. "Who are community helpers?" will help students better understand the roles of each community helper that we will explore and how to help our community.
3. "How do we live together in our community?" will explain how we all coexist.

Identify and list **10** key vocabulary terms connected to this topic:

1. Community
2. Firefighter
3. Police Officer
4. Crossing Guard
5. Plants
6. Animals
7. Togetherness
8. Building
9. Culture



## 10. Differences

#### **STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**

##### **WHERE IS THE MATH?**

**1. Choose 3 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Number & Operations- We will collect tree twigs and sort them in ten and then allow students to start counting from the number ten upward.
- b. Geometry & Space
- c. Measurement
- d. Algebraic Thinking (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal)- As a class, we make a chart that identifies the different activities we do in our community. We can then see how different and similar we are as a class community.
- e. Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing) – We will make a tally of the different pets that students have, if a student does not have a pet, they can choose an animal they would love as a pet.

**2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)- Students can count the number of people needed to dramatize the role of one of the community helpers.
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

- d. MUSIC/MOVEMENT- Children may compose a song about their community. They can decide how many verses they will use to make their song and how many times they will sing the verse. Students who will be playing the instruments, for example, the drum or the tambourine may determine how often they may beat or shake.
- e. SAND AND WATER PLAY- Students can measure the amount of water needed to make their sand sculptor.
- f. BLOCK BUILDING – Students can count the number of blocks they need to reconstruct a building in their community.
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

### **WHERE IS THE SCIENCE?**

**1. Choose 3 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:**

- a. Observing- We plant a pea and observe it grow.
- b. Predicting, Inferring, Hypothesizing-
- c. Communicating Information
- d. Life Science Content
- e. Physical Science Content

- f. Ecological/Environmental Science Content- We can learn about how we interrelated humans, plants, and animals are, we depend on each other to survive.
- g. Health & Nutrition Content- We can learn about different plants that are beneficial to our health.

**2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)- Students can role play as a medical doctor or a veterinarian.
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY- We can gather different leaves and examine them using a magnifying glass.
- h. LIBRARY/LITERACY – We can read about the different categories that pets can fall under.
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

**WHERE IS THE SOCIAL STUDIES?**

**1. Choose 3 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Psychology & Sociology (Self-identity, How people think and act)
- b. Political Science (How society works)
- c. Anthropology (How people live in the world)- Since we are learning about our community, and we have students in our classroom from different ethnic communities we will learn a little more about their culture.
- d. History (How people and societies change over time)
- e. Geography (A sense of place)
- f. Economics (A sense of fairness and equality)- students will learn that although they may have different beliefs and practices each citizen should be treated with respect and equality.
- g. Philosophy (Values for living in the world: truth, right and wrong)
- h. Law (Rules, rights and responsibilities)- Community helpers connect with law specifically police officers since their job is to uphold the law of the country.

**2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)- Dramatizing different ways that their culture or a culture that they learn about life or do things daily.
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT –

- e. SAND AND WATER PLAY
- f. BLOCK BUILDING- Students can reconstruct their community.
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY – We can read about the different community helpers and how they relate to the community as an entire body.
- i. WOODWORKING/CARPENTRY

**Step 5: Implementing the Curriculum Topic:**

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. I will ask the class what they think is a community.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. We will read a book about community and then discuss.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. Students can recreate different activities that take part in a community.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book (Include bibliography):

1. Helpers in My Community by Bobbie Kalman

After reading this book each student can choose a community helper and tell us how they help our community.

2. Franklin's Neighborhood by Paulette Bourgeois and Brenda Clark

Students can work in groups to choose what they love most about their community, recreate it, and tell why they love it.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

1. We will talk about animals that are pets after listening to this song then students will create their pet in the visual arts or block area.

[https://www.youtube.com/watch?v=y9zde0\\_TkmY](https://www.youtube.com/watch?v=y9zde0_TkmY)

## Social Studies Activity Plan

**Designed by: Andrea Ricketts**

**Curriculum Topic: The Role of a Community Helper**

OVERVIEW/FRAMING	
<b>TOPIC</b> <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>	Learning about the roles of Community Helpers will help students understand an aspect of how the society operates and how each Community Helper is dependent on each other. This will also allow students to develop their social skills since they will be working in groups, their physical development will improve with them engaging in a visual arts activity. In all cultures there are Community Helpers so this topic will be inclusive to all.
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	Who are Community Helpers? What roles do they play? Why are Community Helpers important?
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<div> <b>Visual Arts</b>                      Music                      <b>Movement/Dance</b>                      <b>Drama</b> </div> <div> <b>Emergent Literacy Studies</b>                      Mathematics                      Science                      <b>Social</b> </div>
<b>LANGUAGE AND CONTENT OBJECTIVES</b>	Language Objective: Students will work together in groups of two to dramatize the role of a community helper of their choice. Content Objective: Students will create a community helper in the art area.

  

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	4.0-4.5 years of age



<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Students at this age can operate visual arts tools and will ask for help if they need it. They can memorize what they hear and depict it in their own way or words. They are also able to negotiate with their partner on the role that each person will play to dramatize the role of a community helper.</p>
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<p>Children may think that a specific community helper is more important than the other. When we are done reading the book, we can discuss how important each community helper is and what would happen if a community helper was not around to do their job.</p>
<b>SOCIO-CULTURAL CONTEXT:</b> <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?*</i>	<p>Two of my students are dual language learners (learning both Spanish and English).  One of my students needs to focus on developing gross motor skills.  Two students speak Spanish  Four students are from Ecuadorian and Honduran descent  Three students speak English only  Each student may have seen a community helper perform their role, they may know someone who is a community helper, and they may be able to say a role of a community helper before we read the book.</p>

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<i>What materials will you need to teach this activity?</i> <i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
White Clay Buttons Yarn Pipe cleaner Multicolored construction paper Multicolored Markers Glitter glue	<ul style="list-style-type: none"> <li>The library area will be stocked with books about Community Helpers in the languages of the class</li> <li>Charts will be added with Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>We can have classroom visitors (Firefighter, Crossing Guard etc.) who will talk to the class about their roles and answer student's question.</li> </ul>

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\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

<p>Scissors  Paper plate  Paint brush  Acrylic colored paints  Plastic apron  Plastic table cover  <i>Whose Hands Are These: A Community Helper Guessing Book by Miranda Paul Illustrated by Luciana</i></p> <p>Sesame Street: Heroes in Your Neighborhood  <a href="https://youtu.be/Cfi4EfQSFMU">https://youtu.be/Cfi4EfQSFMU</a></p>	<ul style="list-style-type: none"> <li>• The Visual art center will be setup for the students to work on their creation</li> </ul>	<ul style="list-style-type: none"> <li>• We can take a walk in our school building and identify different Community Helper.</li> </ul>
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<b>THE LEARNING EXPERIENCE</b>	
<p><b>The launch</b>  <i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<ol style="list-style-type: none"> <li>1. Sing the gathering song and then We gather in the meeting area where we will discuss what we know about Community Helpers.</li> <li>2. We will then read the book <i>Whose Hands Are These: A Community Helper Guessing Game</i>. New words and important vocabulary words will be pointed out there.</li> <li>3. I will then instruct students to choose a partner and dramatize a community helper's role based on what we have read.</li> <li>4. I will then say, "Now that we have discussed, read, and dramatize the roles of different community helpers we will now create a community helper in the Visual Arts Center".</li> </ol>
<p><b>The activity</b>  <i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>In the Visual Art Center students will be working individually to create a Community Helper. They will:</p> <ol style="list-style-type: none"> <li>1. Put their aprons on</li> <li>2. Select the materials they need</li> <li>3. I will ask them to think about how they community helper looked in the book we were reading, what they were wearing and the tools they were using to perform their roles.</li> <li>4. I will stay close by to offer help and a push if needed.</li> </ol>

<p><b>Reflection</b>  <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>At the end of this activity, we will return to the meeting area for a discussion. I will students an opportunity to talk about their artwork and say why they chose that community helper. We will then discuss the importance of each community helper and what would happen if they did not help our community.</p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>We will listen to the song, Heroes in our Neighborhood then we will discuss how we can be heroes in our classroom community.</p>
<p><b>Multimodal Engagement</b>  <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<ul style="list-style-type: none"> <li>• Kinesthetic- Students will be gaining knowledge on how to use visual art materials/tools</li> <li>• Tactile- Students will be using clay which is associated with the sense of touch.</li> <li>• Linguistic- We will be having a discussion before reading the book, in our reflection, and students will discuss with their partners about dramatizing the role of a community helper which gives students the opportunity to practice their linguistic skills</li> <li>• Auditory and Musical- Students will listen to the story, the Sesame Street song, and listen as their classmates discuss</li> </ul>
<p><b>Differentiation</b>  <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>I can add labels to the tools in the different languages of the class  While talking I will try to demonstrate what I am talking about  I will participate in the activity as well  They will be small groups which will make it easy for them to scaffold from each other</p>

<p style="text-align: center;"><b>GROWTH AND LEARNING</b></p> <p style="text-align: center;"><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<b>Cognitive/thinking</b>	Students will recall the roles of community helpers and think about how they can be heroes our classroom community
<b>Physical</b>	Students will develop their gross motor and fine motor skills by dramatizing and using art materials
<b>Social/emotional</b>	Students will work with their partner and learn how to negotiate what role each person will play in their dramatization. Students will also learn to respect the space of others while they work in the art area.
<b>Language/literacy</b>	<p>Language will be developed in our whole class and group discussions, and storytelling</p> <hr/> <p>List 10-15 target vocabulary words:</p> <p>Neighborhood  Connected  Emergency  Stethoscope  Pharmacist  Scientist  Potter  News Reporter  Mechanic  Architect  Referee  Physician</p>
<b>Content Area(s)</b>	Visual Art, Drama, Movement, Emergent Literacy, Music, Social Studies

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<p style="text-align: center;"><b>STANDARDS/GOALS</b></p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><i>Use the PKFCC to respond.</i></p> <p style="text-align: center;"><i>Be specific—choose those standards that are <b>actually targeted</b> by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
<p><b>Domain 1:</b> <b>Approaches to Learning</b></p>	<p>PK. AL. 3 Indicators: A &amp; E</p>
<p><b>Domain 2:</b> <b>Physical Development and Health</b></p>	<p>PK. PDH. 2 Indicators: A, B &amp; C PK. PDH. 5 Indicators: A &amp; B</p>
<p><b>Domain 3:</b> <b>Social and Emotional Development</b></p>	<p>PK. SEL. 2 Indicator: D PK. SEL. 4 Indicators: B, C &amp; D</p>

<b>Domain 4:</b> <b>Communication,</b> <b>Language, and Literacy</b>	PK. AC. 1 Indicators: A, B, C, D PK. AC. 4. Indicators: A, B, C
<b>Domain 5:</b> <b>Cognition and Knowledge</b> <b>of the World</b>	PK. SOC. 3 Indicators: A, B, C, D

### AUTHENTIC ASSESSMENT

*What will you do to gather evidence to assess each child's developmental progress?*

*How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?*

*Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*

*Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.*

I will observe and document information for each student while the work in the art area. This will help to see what they have grasp and what I need to revisit. Our reflection discussion can also help me to see where student is at.

I can listen in on the conversations they will have after this topic is introduced and ensure that the activities we engage in, the books and songs we listen to helps them to fully understand the big ideas.



## Math Activity Plan

**Designed by: Andrea Ricketts**

**Curriculum Topic: Pets**

OVERVIEW/FRAMING					
<b>TOPIC</b> <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>		This activity is an interest of some of the children in the class and it will spark excitement. Furthermore, children love to boast about things that they possess, this activity allows students to express and share what they love about their pets or a pet that they would love to have while they garner mathematical skills. Across cultures, the word “Pet” is universal, and each child can relate to pets. This activity will allow students to excel in the five domains.			
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>		What are pets? How are some pets different or similar? How do we care for pets?			
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>		Visual Arts	Music	Movement/Dance	Drama
		Emergent Literacy	Mathematics	Science	Social Studies
<b>LANGUAGE AND CONTENT OBJECTIVES</b>					

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	4.0-4.5 years of old
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Students in this age range can share information about something they have or would like to have (pet), they can use visual arts materials with supervision, can identify when something is similar or different, can identify numbers and count, and understand the concept of more and less.</p>
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<p>Student may think that because they don’t possess a pet, they are not included in this activity and they may also think that only specific, common animals that they are</p>

	accustomed to can be pets. In the beginning of this activity, I will highlight that student without a pet at home can choose any pet of their choice that will be included in our activity. I will include books that will broaden students' knowledge of the variety of animals that are pets.
<b>SOCIO-CULTURAL CONTEXT:</b> <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?*</i>	Two of my students are dual language learners (learning both Spanish and English). One of my students needs to focus on developing gross motor skills. Two students speak Spanish Four students are from Ecuadorian and Honduran descent Three students speak English only Each child comes with prior knowledge, and they have many ways of performing a task

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> <li>• <i>Some Pet words by Angela DiTerlizzi, Pets by Brendan Wenzel</i></li> <li>• <i>My Pet Wants a Pet by Elise Broach illustrated by Eric Barclay</i></li> <li>• <i>The Pets You Get! By Thomas Taylor, Adrian Reynolds</i></li> <li>• Large white construction paper</li> <li>• Multi-colored construction paper</li> <li>• Scissors</li> <li>• Multi-colored markers</li> <li>• Ruler</li> </ul>	I will include posters with pictures of pets in the classroom and add books about pets in the library. We will be using the meeting and the visual arts area for this activity. The visual arts area will have tables and chair for students to work individually with enough space.	<ul style="list-style-type: none"> <li>• We can arrange a trip to a pet shop</li> <li>• We can invite a parent of student with a pet and have them bring the pet and share with the class</li> <li>• Watch videos and listen to songs about pets.</li> </ul>

\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

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|--|--|--|
| <ul style="list-style-type: none"><li>• Glue</li></ul> |  |  |
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## THE LEARNING EXPERIENCE

### **The launch**

*How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?*

We all gather in the meeting area, I will ask students what a pet is, after they give their answers, they will share information about their pet or a pet they would love to have. We will then read the book, *Some Pet Words*. We will identify new vocabulary from the book we read and by the category of the pets. I will say, “Today we will be making a Pet Chart, and everyone will help to create this chart”. Each student will draw the pet they have at home or the pet they would love to have and then we will count to see which pet is the most on our chart. I will ask each student to tell or show me the pet they will be drawing before they move to the art area.

### **The activity**

*List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.*

1. After telling me their pet, students will move to the visual arts area.
2. Student will be given construction paper and markers to draw their pet
3. To scaffold their learning, I will ask, does your pet have legs, wings, or does it crawl or swim?
4. After drawing their pets, they will cut off the extra paper so that it can be added to the chart
5. I will stick around to help students who may need help with using the scissors.
6. I will then take out the chart which will be already ended, labeled with the names of pets, and ruled up
7. I will then say who chose this pet? Students who have chosen that pet will add glue to the back of their drawing and stick it on the chart. We will do that until each student adds their drawing under their pet of choice.
8. After doing that we will put away our markers and head to the meeting area.
9. In the meeting area, we will count to identify which pet is the most and which is the least.

<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	Still sitting in the meeting area, I will ask, “What did we learn about pets today? How are the pets that you drew today different and similar? What are ways we care for our pets?
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	We could separate the pets we drew into different categories. For Example, pets with legs, wings, or pets that live in water or on land.
<b>Multimodal Engagement</b> <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	Linguistics and auditory: Students will share information about their pet or a pet they would love to have while they will listen to each other share and listen to the story being read. Visual/ spatial: Students will be shown pictures of pets in the story for them to associate the word with the image or see for example what it means when the story says slither.
<b>Differentiation</b> <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	I can add labels to the tools in the different languages of the class While talking I will try to demonstrate what I am talking about I will participate in the activity as well I will include pictures of the pets instead of just saying what pet it is

## GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.*

<b>Cognitive/thinking</b>	<ul style="list-style-type: none"> <li>• Student will have to remember the characteristics of the pet they are drawing</li> <li>• They will tell similarities and differences of the pets</li> <li>• They will talk about their pets or a pet they would love to have</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Students will be drawing their pets</li> </ul>
<b>Social/emotional</b>	<ul style="list-style-type: none"> <li>• Students will listen as their classmates share and take turns when sharing</li> <li>• Students will learn to respect the space of others in the meeting area and while drawing their pet</li> <li>• They will also practice sharing if a color marker they need is being used by a classmate</li> </ul>
<b>Language/literacy</b>	<ul style="list-style-type: none"> <li>• Students will learn new words from the books we read</li> <li>• They will develop more language skills by sharing about their pets</li> </ul> <hr/> <p>List 10-15 target vocabulary words:            Slither            Scurry            Reptiles            Amphibian            Squeal            Squawk            Squeak            Guinea pig            Canary            Aquatic            terrestrial</p>

<b>Content Area(s)</b>	Mathematics, Visual Arts, Movement, Emergent Literacy,
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<b>STANDARDS/GOALS</b> <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are <b>actually targeted</b> by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
<b>Domain 1: Approaches to Learning</b>	PK. AL. 4: D, F
<b>Domain 2: Physical Development and Health</b>	PK. PDH. 2: A, B, C, PK. PDH. 3: A, B PK. PDH. 5: A PK. PDH. 7: B

<b>Domain 3:</b> <b>Social and Emotional</b> <b>Development</b>	PK. SEL. 2: E PK. SEL. 3: A, C PK. SEL. 4: C
<b>Domain 4:</b> <b>Communication,</b> <b>Language, and Literacy</b>	PK. AC. 1: A, C PK.AC.4: A, B, C PK. AC. 6: D PK. ELAL 1: A, B, C, D, E, F, G  PK ELAL 5.
<b>Domain 5:</b> <b>Cognition and Knowledge</b> <b>of the World</b>	PK. MATH 3 PK. MATH 4A PK. MATH 6



### AUTHENTIC ASSESSMENT

*What will you do to gather evidence to assess each child's developmental progress?*

I will listen as students answer the reflection questions I ask. This will tell me where each student is and what I need to revisit.

*How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?*

I will listen in on conversations they have about pets after this activity. I will observe their play in the dramatic play area and examine the questions they will ask about pets after this activity.

*Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*

*Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.*

## Science Activity Plan

**Designed by: Andrea Ricketts**

**Curriculum Topic: My Community (Plants in Our Community)**

OVERVIEW/FRAMING	
<b>TOPIC</b> <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>This Science activity, planting a pea and watching it grow will allow students to be responsible and be in charge. Children love to have control and feel useful, and this activity will do just that. Each child regardless of their culture have had experience with a plant and knows something that is needed for the plant to grow. This is a great opportunity for students to work independently with a partner, share ideas, and it will also urge them to research and discover more about plants.</p>
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	<p>What do plants need to survive?          How can we help plants grow?          Do we need the same things that plants need to survive?</p>
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<p>Visual Arts                      Music                      <a href="#">Movement/Dance</a>                      Drama</p> <p><a href="#">Emergent Literacy</a>                      Mathematics                      <a href="#">Science</a>                      <a href="#">Social Studies</a></p>
<b>LANGUAGE AND CONTENT OBJECTIVES</b>	<p>Language Objective: Students will discuss in the meeting area what seeds need to grow.          Content Objective: Students will plant their seeds in groups of two.</p>

KNOWING THE LEARNERS	
<b>AGE RANGE:</b> 4.0-4.5 years of age	
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Students at this age can move around by themselves and are able to balance their own weight. They love to socialize especially with their peers. They are susceptible to broadening their vocabulary and are interest in how things work.</p>

<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Students may think that the plant will grow overnight and may want to speed up the process by giving the plant to much water, soil, or sunshine. I will have a conversation with the students, read books to let them know it is a process that takes time, but it will work if they do it correctly.
<b>SOCIO-CULTURAL CONTEXT:</b> <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?*</i>	Two of my students are dual language learners (learning both Spanish and English). One of my students needs to focus on developing gross motor skills. Two students speak Spanish Four students are from Ecuadorian and Honduran descent Three students speak English only Each child comes with prior knowledge, and they have many ways of performing a task

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> <li>• Water</li> <li>• Waterpot</li> <li>• Soil</li> <li>• Variety of seeds</li> <li>• Flowerpot</li> <li>• Shovel</li> <li>• Gloves</li> <li>• Aprons</li> <li>• Broom</li> <li>• Map</li> <li>• <i>We Plant a Seed by Sharon Gordon</i></li> </ul>	I will ensure that the Science Center have a vacant table with a plastic tablecloth which will make it easy to dispose of any spill. I will also ensure that the area is clear so that students have enough space to work. The class library will be stock with book about plants. These books will be read leading up to and after the activity. There will also be different charts of plants in the Science Center.	<p>We can go for a nature walk in our school yard.</p> <p>We can visit a community garden or a greenhouse</p> <p>We can also invite a Florist or a family member of a student who loves plants and has a flower garden to speak to the class</p> <p>We can listen songs about plants</p>

\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

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|---|--|--|
| <ul style="list-style-type: none"><li>• <i>How a Seed Grows</i> by Helene J. Jordon, illustrated by Loretta Krupinski</li></ul> |  |  |
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<b>THE LEARNING EXPERIENCE</b>	
<p><b>The launch</b>  <i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p>This activity builds on a book, we will read and discussed what happens in the seed planting process in our meeting area . Concepts and vocabulary will be discussed after reading the book. After reading and discussing about how plants grow, students will be placed in groups of two, they will choose a seed of their choice, plant it and watch it grow.</p>
<p><b>The activity</b>  <i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<ol style="list-style-type: none"> <li>1. I will instruct students to go to the Science Center with their partner and there they will find their aprons and gloves.</li> <li>2. I will then ask then what they need to plant their seed to help scaffold their learning</li> <li>3. Students will gather the tools needed to plant their seed.</li> <li>4. Students will then start the process of planting their seed.</li> <li>5. I will ask them what the first step is in planting a seed to help scaffold their learning</li> <li>6. While students are working, I will rotate around the room so that if any student needs help or a push start to create I can assist.</li> </ol>

<p><b>Reflection</b>  <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>At the end of this activity, we will return to the meeting area for a discussion. I will ask, “Friends, what did we learn while planting our seeds? Do you think any of these seeds are alike? Do we eat any of these plants as food? Do we need anything that the plant needs to survive?”</p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>After our plants have grown, we could transfer them to our classroom garden.</p>
<p><b>Multimodal Engagement</b>  <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p>Linguistics and auditory:  Students will listen to the book being read and then listen and speak with their partner to plant their seed.  Interpersonal: Students will be learning how to work together as a team  Tactile: Students will be touching the soil and the other tools being used.  Visual/spatial: Students will be able to analyze how much soil and water is needed.  Kinesthetic: Students will be learning how a plant grow not only by listening to a story but by planting their own seed and observing as it grows.</p>
<p><b>Differentiation</b>  <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>I can add labels to the tools in the different languages of the class  While talking I will try to demonstrate what I am talking about  I will participate in the activity as well  They will be small groups which will make it easy for them to scaffold from each other</p>

<p style="text-align: center;"><b>GROWTH AND LEARNING</b></p> <p style="text-align: center;"><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<b>Cognitive/thinking</b>	Students will memorize the steps taken to plant a seed.
<b>Physical</b>	Students will be getting tools needed to plant their seeds. They will be shoveling soil into their flowerpots.
<b>Social/emotional</b>	Students will be sharing ideas and working together to plant their seeds.
<b>Language/literacy</b>	Students will be talking about the different steps to plant their seeds.
	<p>-----</p> <p>List 10-15 target vocabulary words:</p> <p>Soil Flowerpot Plant Root Root hair Shoots Sprout Seedling Garden Shovel Tools Stem</p>
<b>Content Area(s)</b>	Science, Movement, Social Studies, Emergent Literacy

<p style="text-align: center;"><b>STANDARDS/GOALS</b></p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><i>Use the PKFCC to respond.</i></p> <p style="text-align: center;"><i>Be specific—choose those standards that are <b>actually targeted</b> by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
<p><b>Domain 1:</b> <b>Approaches to Learning</b></p>	<p>PK. AL.1: E, F PK. AL.4: F PK. AL.5: A, B</p>
<p><b>Domain 2:</b> <b>Physical Development and Health</b></p>	<p>PK. PDH 2: A, B, C PK.PDH 3: B, E</p>
<p><b>Domain 3:</b> <b>Social and Emotional Development</b></p>	<p>PK. SEL. 1: A PK. SEL. 2: G</p>



	PK. SEL. 3: A, B PK. SEL. 4: B, C, D
<b>Domain 4: Communication, Language, and Literacy</b>	PK. AC. 1: B, C  PK. AC. 4 A, B, C, D
<b>Domain 5: Cognition and Knowledge of the World</b>	PK. SCI.4: A PK. SCI. 5: A, B PK. SCI. 9: A

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>I will record students' respond when they answer the reflection question in the meeting area, or I can observation and document when students are playing in the Dramatic Play Center.</p> <p>After we have planted our seeds, I will ensure that there are planting tools in the Dramatic Play Center. By having those tools in that center, I can observe students as they play, what they do and said will let me know if they are grasping the big ideas. We can also continue reading books or we can invite parents for students to tell them about the seed planting process.</p>

## Commentary

**Describe topic of your Learning Experience Unit: 1 paragraph**

The topic community will be taught to the students in the whole class profile. This topic was chosen since it incorporates the interests of the entire class and supports inclusivity. The topic community is broad and gives way for a scope of content focus. I divided the topic “Community” into three sub-themes which are Community Helper, Pets, and Plants in Our Community. One way mathematics is connected to this topic is why allowing students to make tally charts about the similarities and differences of pets. Science can be taught by planting a pea and watching it grow, we can study or label its anatomy, and learn about its habitat. Social Studies can be taught by learning about what community helpers are, the roles they play in our community, and how the role of each community helper interrelates. By learning about community helpers, we can also discuss ways we work together in our classroom community.

**Implementation of Activities: 2 Paragraphs**

I would start with the role of a community helper activity, after which we will do pets, and end with plants in our community. Starting with the role of a community helper activity will give students a better understanding of the two activities that will follow. The first activity, the role of a community helper will include the roles of a veterinarian which is connected to pets, and a farmer or florist is connected to plants which we will learn further on in the week. Learning about community helpers will also give students an insight into how the community works together as a team and can also open avenues for us to discuss ways in which they can be classroom helpers and how we work together in our classroom.

While learning about activity one, the role of a community helper, students will gain prior knowledge about the activities that will follow. By discussing how we can care for our pets, students will be able to draw the connection between a veterinarian who is a community helper and learn how they help pets. While learning about pets, we will discuss the foods they eat which will have some connection to activity three, plants in our community. Students will learn that some pets will fall under the category of eating plants. This will help students understand that people as well as some pets need plants to survive.

### **Reflection: 1 paragraph**

Activity one, the role of a community helper will allow for a class discussion, students will be grouped in twos and will dramatize the role of a community helper and finally, each child will create a community helper in the visual art area. This is developmentally for 4.0-4-5 years old since students at this age can operate visual arts tools and will ask for help if they need it. They can memorize what they hear and depict it in their way or words. They are also able to negotiate with their partner on the role that each person will play to dramatize the role of a community helper. Activity two, pets, will see students discussing pets, they will share information about a pet of their own or a pet they wish to have, they will create this pet in the visual art area, and we will use the pet they create to make a pet chart and count the pet that appears the most or the least. Students in this age range can share information about something they have or would like to have, they can use visual arts materials with supervision, can identify when something is similar or different, can identify numbers and count, and understand the concept of more and less. The third activity, plants in our community will support our classroom discussion on plants and will see students planting a seed in groups of twos and watching it

grow. Students at this age can move around by themselves, can balance their body's weight, love to socialize with their peers, can use planting materials with help, and can follow instructions.