

Activity Plan

Designed by: Araceli Cortez

Curriculum Topic: How Tall Am I?

| OVERVIEW/FRAMING | | | | |
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| 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> | This activity is developmentally appropriate because children can enhance their skills. Gross motor, social, and language development will be the few that are gonna be touched upon. This activity is culturally appropriate because every student will come together to discuss and compare the height between themselves. | | | |
| 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> | New ideas will be engaged by this activity because you will show the children differences and similarities within each other. This will be done through height and it will bring new questions and ideas of measurement. | | | |
| CONTENT FOCUS: <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 |

| KNOWING THE LEARNERS | |
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| AGE RANGE: | 4.0-4.5 Years Old |
| CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> | I am aware that at this age, they can draw circles, X'S, and other shapes on paper. They can complete floor puzzles with a minimum number of puzzles. They can run when stopping and can play in small groups. |
| <i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i> | Children may have a misunderstanding on how they are all the same age so why is their height different. I will address this by telling them that everyone is different and everyone grows differently. |
| SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i> | I am aware that 2 children speak Spanish. 4 of the students are of Ecuadorian and Honduran descent and |

backgrounds, learning styles, languages spoken, and learning experiences to date?^{1*}

1 of the students is of Chinese descent. Also, 3 of the students speak English only. One of the female students needs to focus on developing their gross motor skills.

MATERIALS & LEARNING ENVIRONMENT PREPARATION

| MATERIALS | LEARNING ENVIRONMENT | EVENTS/RESOURCES |
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| <p><i>What materials will you need to teach this activity? List all books and materials, including any used during the launch/reflection and set up and cleanup</i></p> | <p><i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i></p> | <p><i>What events or resources, including people, might you need to arrange in advance?</i></p> |
| <ul style="list-style-type: none"> ● ‘Short Or Tall Doesn’t Matter At All” by Asaf Rozanes ● Chart Paper ● Markers ● Colored Yarn ● Safety Scissors ● Crayons ● Glue ● Tape | <ul style="list-style-type: none"> ● Space in the center ● bulletin board ● Rug time | <ul style="list-style-type: none"> ● Bringing in parents / other teachers to show everyone’s height is different and similar |

^{1*} Note: You are designing this activity for the three children observed for your Student Profiles assignment.

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| THE LEARNING EXPERIENCE | |
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| <p>The launch <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>By launching the activity, I will first read a book called ‘Short Or Tall Doesn’t Matter At All’ by Asaf Rozanes. This book talks about a little girl who isn’t the same height as her classmates but ends up learning that it is alright. The vocabulary will consist of the words measurement, height, and comparison. These are mathematical words. I will explain to the children verbally how the activity will be done and the purpose.</p> |
| <p>The activity <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>I will introduce height differences to the class. I will make everyone stand up together and just visually see who is the tallest, who has the same height, and who is the shortest. I will grab the big chart paper titled, ‘How Tall Am I?’ and put it against the bulletin board. I will let children choose who they want to measure and then give out the colored yarn. They will be able to choose their color yarn and then get their partner. They will begin to start putting the yarn from the child’s feet all up until their head. When the length is accurate, they will grab safety scissors and cut them. After they will tape/glue it on the graph paper and the child can draw their faces on top of their yarn to indicate which is theirs. When everyone is finished, we will compare and see who is the tallest, shortest and who are the same. This will give them an idea of comparison. I will tell them how to properly hold the safety scissors so everyone is safe,</p> |

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| <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>I will engage in music time so everyone will be up and dancing. The song 'Measuring Your Height' by LBB Junior is a great song for children to dance to. This will help them connect what they learned to the song. Doing this will help the female student to move her arms, legs, and many more to the song. This will continue to help her with her gross motor.</p> |
| <p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p> | <p>To extend this activity for another day, we can see the height of different animals. We can see a giraffe and rabbit and students will be able to see the height difference. A graph will also be shown on how animals come in different shapes and sizes.</p> |
| <p>Multimodal Engagement <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>This activity shows visual/spatial learning modalities. Right away, children will be able to see the height comparison visually and can see the difference. This is also tactile because children will be hands-on with measuring each other with yarn. It is also musical because the song will help the children understand the purpose clearly and how measurement works.</p> |
| <p>Differentiation <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 will modify this activity by helping them cut the yarn if they are struggling to do it on their own. I will use vocabulary that is delivered to them appropriately so they can succeed in the activity.</p> |

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.

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| Cognitive/thinking | Children will be able to compare the height and think who is the tallest or shortest. |
| Physical | Children will be able to use fine motor skills with the safety scissors. Pincers grab motion when handling one piece of yarn. When dancing to the song, their gross motor skills will be seen. |
| Social/emotional | When letting children choose who they want to measure, they will become social with one another. They will make conversation when measuring each other. Children will be able to show emotion on how they feel about their classmates or their height. |
| Language/literacy | Compare, Measurement, Height, Big, Tall, Short, Small, Length, Up, Down ----- List 10-15 target vocabulary words: |
| Content Area(s) | MATH |

STANDARDS/GOALS

What Pre-K Common Core Learning Standards are addressed in this activity?

Use the PKFCC to respond.

*Be specific—choose those standards that are **targeted** 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?)*

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| Domain 1: Approaches to Learning | As stated in PKFCC, engagement is very important as the first step. This activity will have children engaged because it will start with a book. With this book, children will build curiosity about height. Children may ask questions on why height is different and connect to the real world and bring in personal experience. |
| Domain 2: Physical Development and Health | As stated in PKFCC, physical development is very important in the early stages of a child's life. With this activity, we will be touching upon these. While grabbing the safety scissors, children will enhance their fine motor skills. While measuring another student, children will enhance their gross motor skills. They will need to be bending and crouching with balance. |

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| Domain 3: Social and Emotional Development | With this activity, children will be able to be social with each other because it is a 2 person activity. As stated in the PKFCC, children who build a good positive relationship with each other have a better chance of academic success. |
| Domain 4: Communication, Language, and Literacy | In this activity, children will be communicating with each other. They will be helping themselves with measuring. While doing this, they will be talking to each other and a new language can go through. With literacy, I will introduce new vocabulary words to the children. |
| Domain 5: Cognition and Knowledge of the World | With this activity, children will get to understand math in a measurements way. They will put together how they understand it and extending the activity will help more. |

| AUTHENTIC ASSESSMENT | |
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| <i>What will you do to gather evidence to assess each child's developmental progress?</i> | I will gather gross motor skills and fine motor skills. I will also listen in conversations and see if language is enhanced from the new vocabulary taught. |
| <i>How will you determine whether or not individual children are getting the Big</i> | I will talk to each child individually and see if they understood the activity. I will also ask questions in a class group and let everyone have a chance. |

*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.*