

Activity Plan

Designed by: Araceli Cortez

Curriculum Topic: All About My Body

OVERVIEW/FRAMING									
<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>This topic is developmentally appropriate because children will interact with each other, build on their physical development and bring them a new way of learning their bodies. It is culturally appropriate because I will explain and bring in different strategies for all the children to comprehend.</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>The questions would consist of if they know each body part's purpose or function. The new connections would be if they know how each part moves.</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Visual Arts</td> <td style="width: 25%;">Music</td> <td style="width: 25%;">Movement/Dance</td> <td style="width: 25%;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td style="background-color: yellow;">Science</td> <td>Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
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KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4 years</p>
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>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.</p>
<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>	<p>Children may have a misunderstanding on how humans are the same so why do body parts look longer or bigger on adults. I will address this by telling them that everyone is different and everyone grows differently.</p>
<p>SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i></p>	<p>I am aware that 2 children speak Spanish. 4 of the students are of Ecuadorian and Honduran descent and 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.</p>

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

MATERIALS & LEARNING ENVIRONMENT PREPARATION

MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity? List all books and materials, 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>
<ul style="list-style-type: none">● Large Paper● Pencils● Markers● Tape● Mirror● Scissors● Cut Out Body Parts● Books● Radio	I would need to clear the classroom for a bigger space because children will need to lay on the floor to be traced.	I would need a projector to put on a mini video on how body parts work and where they are located.

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

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THE LEARNING EXPERIENCE	
<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>I will start off with a mini video to introduce this topic. It is “The Human Body for children” by Smile and Learn on Youtube. It shows every part of your body and where it is located. I will describe the procedures of the activity during rug time.</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 start off by telling children to point to a body part and to say the name of it. Then I will explain the function of that part. When we are finished, I will explain the activity. Children will be paired up in 2 and will go to a corner in the classroom. They will take turns laying down on the paper and the other child will draw their body part out. When done, I will give them the cutout body parts so they can glue them on their body chart. They will place the head cutout on their head. When done, I will hang up the chart on the bulletin board.</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>I will ask them questions on what body part does what. I will play the head & shoulders song so children can be active.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>We can talk about animal body parts. There are many animals so they will see how they are different so their stomachs won't be located in the same position as each other. I will read a book that shows different animals.</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>Tactile – Children will touch their body parts Visual - Children will see how to put the cutout body part to their drawn body Auditory - listening to the mini video and song</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>As an educator who knows Spanish, I would explain the activity in Spanish so the two children who are bilingual will have a better understanding of what's being asked. For the child who needs gross motor improvement, I would do specific moves during dance so the children use their bodies.</p>

<p>GROWTH AND LEARNING <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>	
<p>Cognitive/thinking</p>	<p>Children will be able to think about how each body's function works. They will then continue to share what they already know about that part of their body.</p>
<p>Physical</p>	<p>During Heads & Shoulders, children will be able to move their torso when showing their knees and toes. They will point at every body part with their index fingers.</p>

Social/emotional	Children will interact with their partners because they will be the ones drawing them out. They will have conversations about the activity or they will connect it to the real world. They will probably feel excited about the new activity and how hands-on it is.
Language/literacy	Body, Head, Torso, Arms, Legs, Limbs, Feet, Toes, Fingers, Face, Mouth, Shoulders, Knees, Eyes, Lips ----- List 10-15 target vocabulary words:
Content Area(s)	Science

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 **actually 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?)*

Domain 1: Approaches to Learning	As stated in the PKFCC, engagement will be very important to children. I believe children will be engaged because this is something about them personally. They will be learning what their own body part is and what it does.
Domain 2: Physical Development and Health	Physical development is very important to children. When tracing their partner, they will be using their gross motor skills to try and get around the child on the floor. When gluing and placing the cutout on the paper, they will be using fine motor skills.

Domain 3: Social and Emotional Development	Socially, this activity will let children talk to each other because they will be paired. They will share ideas and what they think about the activity with each other. Emotionally, children will express how they feel to the teacher or their peers.
Domain 4: Communication, Language, and Literacy	With the new words listed, children will explore these words and may use them in their everyday literacy. They may go home and let their caregivers know.
Domain 5: Cognition and Knowledge of the World	Children will be able to question and figure out the body parts' function. They will explore and puzzle the body part to the function.

AUTHENTIC ASSESSMENT	
<i>What will you do to gather evidence to assess each child's developmental progress?</i>	I will collect the paper they have done and see if they placed the body part correctly. I will ask questions about the activity afterward to see if the children understood what was taught.
<i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	I will pay attention to their answers and see if they have the right answer. If not, I will conduct another activity so children grasp the 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.