

## Activity Plan

**Designed by: Araceli Cortez**

**Curriculum Topic: All About My Family**

<b>OVERVIEW/FRAMING</b>									
<p><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>	<p>When children talk about their family, other children will be able to learn where they come from. This is culturally appropriate because children will realize that everyone's family can be different or the same.</p>								
<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>	<p>Questions like, how many siblings do you have or who takes care of you will be explored. Children will have an understanding of each other.</p>								
<p><b>CONTENT FOCUS:</b> <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>Science</td> <td style="background-color: yellow;">Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
Visual Arts	Music	Movement/Dance	Drama						
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<b>KNOWING THE LEARNERS</b>	
<p><b>AGE RANGE:</b></p>	<p>4 years</p>
<p><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>	<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 misunderstand why someone has a different number of family members. I will address this by saying how some have less/more siblings or parents than others. The books and songs will help also.</p>
<p><b>SOCIO-CULTURAL CONTEXT:</b> <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?<sup>1\*</sup>

**MATERIALS & LEARNING ENVIRONMENT PREPARATION**

<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<p><i>What materials will you need to teach this activity? List <b>all books and materials</b>, including any used during the launch/reflection and during 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"> <li>- Chart Paper</li> <li>- Markers</li> <li>- Crayons</li> <li>- Books</li> <li>- Songs</li> <li>- Construction Paper</li> <li>- Pencils</li> </ul>	<p>I will need a meeting space when launching the activity.</p>	<ul style="list-style-type: none"> <li>- I will bring in my family photos to show the children how many siblings I have.</li> <li>- If parents can, they can also send in pictures of the child's family members so the other children will have a better visual understanding.</li> </ul>

<sup>1\*</sup> Note: You are designing this activity for the three children observed for your Student Profiles assignment.

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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?*

I will begin with a meeting. I ask the children to raise their hands if they have siblings, grandparents, uncles, etc. I will then show them various pictures of my family members. I will introduce them and who they are to me. I will then read a book called, "Heather Has Two Mommies" by Leslea Newman. This book explains how some people have different sets of parents.

### **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.*

I will explain to children that when they go back to their seats, they will draw their family members, even pets. When they are done, I will call everyone back to their meeting time seats. Children will have the option to share who their family members are. The children sitting down will be able to ask them questions, if they have any.

### **Reflection**

*As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*

I will wrap it up by playing a song. We Are A Family by Jack Hartmann sings about different families and how much love there is throughout.

<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>I would tell children which of their family members do they look up to like who inspires them. I will then tell them to draw that special someone a card, decorating it on how they feel towards them.</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>Visual learners will be able to learn by seeing everyone's family members either in real-life photos or the drawings made.          Auditory learners will learn during the Jack Hartmann song explaining how everyone's family member can be different.          Linguistic learners will be able to listen to other children talk about their family members and this will help them grasp the activity.</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 will modify it by speaking Spanish to the only Spanish speakers in the classroom so they have an understanding and can participate in the activity.</p>

<p><b>GROWTH AND LEARNING</b>  <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><b>Cognitive/thinking</b></p>	<p>Children will be able to think about how many family members they have. It will help them explore other children's family members too.</p>
<p><b>Physical</b></p>	<p>They will be using their fine motor skills since they will be drawing and painting their family members. They will be using their wrists and fingers to hold the writing utensils.</p>

<b>Social/emotional</b>	Children will be social when explaining who their family members are during sharing time. Children will talk about how they feel about the person they look up to the most.
<b>Language/literacy</b>	Family, Members, Siblings, Sister, Brother, Dad, Mom, Grandparents, Cousin, Uncle, Aunt, Pet  ----- List 10-15 target vocabulary words:
<b>Content Area(s)</b>	Social Studies

<p><b>STANDARDS/GOALS</b></p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond.</i></p> <p><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>	
<b>Domain 1: Approaches to Learning</b>	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 able to talk about their own family members who they know well.
<b>Domain 2: Physical Development and Health</b>	Physical development is very important to children. When drawing and coloring, they will be using fine motor skills. Their wrists and fingers will be in action.
<b>Domain 3: Social and Emotional Development</b>	Social and emotional development is very important to children. Socially, children will be able to share out their family members with the class. Emotionally, children will be able to let out how they feel about the person they look up to the most.

<b>Domain 4: Communication, Language, and Literacy</b>	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.
<b>Domain 5: Cognition and Knowledge of the World</b>	Children will be able to understand where everyone comes from. They will understand how everyone is different because they all experience something different at home.

<b>AUTHENTIC ASSESSMENT</b>	
<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 gather the artwork that they have done and see if the children had understood what was asked for.</p> <p>I will determine if they understood by seeing how they answer the questions asked when sharing their family members with the children.</p>