

Activity Plan

Designed by: Araceli Flores

OVERVIEW/FRAMING										
<p>This Activity Plan is part of a larger Learning Experience Unit on: “My community and I”</p> <p>Lesson Plan: Where do I live? Where do my family members live?</p>										
<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>In this activity, children will have a better understanding and explore differences in their living situations. They will learn the value of homes, gain proudness and respect. They will learn and recognized that homes are different and share different cultures and traditions. This lesson is meaningful because it touches on a personal topic, that can bring out a joyful experience because they will learn from each other using windows and mirrors as they connect with one another.</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 qualities do I bring to my classroom/school community?</p> <p>What characteristics do I possess that make me unique? How can I share my unique qualities with others?</p> <p>EQ Where do people in the city live?</p> <p>SWBAT designs the inside of their home and share a little bit of where they live.</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: 33%;">Visual Arts</td> <td style="width: 33%;">Movement/Dance</td> <td style="width: 33%;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td></td> <td>Social</td> </tr> <tr> <td>Studies</td> <td></td> <td></td> </tr> </table>	Visual Arts	Movement/Dance	Drama	Emergent Literacy		Social	Studies		
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KNOWING THE LEARNERS	
<p>AGE RANGE: Pre-K</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>Children in Pre-K are learning about the sense of belonging. They will learn that Homes are places people live,</p>

	and People live in different kinds of homes.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children at this age may have a misunderstanding of family member way of living. "Why do they go to sleep late?"
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?</i> ^[1]	Difficult social-cultural.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
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>	LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
Folders Pencils Sharpie markers Colors, watercolor, markers Popsicle sticks Contraction paper Glue Scissors tape	Art Center: Will be stocked with pencils, colors, popsicle sticks, glue, tape, paper. Models designed by us for reference.	Library center: with lots of books to help stimulate ideas. For example, "A new home" by Tania De Regil.

<p>THE LEARNING EXPERIENCE</p>	<p>Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligence.</i></p>	<p>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>“Can anyone tell me what a community is? Did you know that all of you are part of your community?”</p> <p>Read a book, “A new home” by Tania De Regil.</p> <p>Song: “Finger family song”</p>	<p>-Linguistic - expressing what they know about the topic.</p> <p>-Logistic- using their minds to come up with ideas as to what they remember about their homes.</p> <p>-Interpersonal- expressing and sharing their ideas with the class.</p> <p>-Body Kinetics- moving with hands to the song.</p> <p>Intelligence- using fine motor, gross</p>	<p>Dot an outline based on what they scribe.</p> <p>Have them trace the outline using wikki stix, clay, and stencils.</p> <p>I would do hand over hand.</p> <p>Modify and use accessible materials with the help of a provided assuming they get OT.</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>Part one: Home Layout</p> <p>Children will be drawing a blueprint of their home onto the inside of a manila folder.</p> <p>The teacher will model a brief example supporting them on how to construct a layout of a home.</p> <p>Children will create their home trace outlines using a sharpie to create separate rooms.</p> <p>Lastly, children will color and add detailed furniture to their design, using crayons, markers to add uniqueness and authenticity.</p> <p>Part two: In the art center children will make puppets representing the people living in their homes.</p>	<p>motor, balance and strengthening their bodies and using reflex.</p>	
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	<p>They will make figurines and glue to the back of a popsicle stick.</p> <p>They will have the opportunity to play pretend in the dramatic center.</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>Children will talk about the homes they share with their families. They will each have a chance to share a special place in their home. They will reflect and value the differences as a community.</p>			
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>				

GROWTH AND LEARNING

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

Cognitive/thinking	Children will reflect on the type of home they live in, they will identify similarities and differences with family and peers.
Physical	Students will develop fine motor skills in a variety of ways by drawing, painting, cutting, and pasting.
Social/emotional	Children will reflect on their own uniqueness based on their classroom community. They will feel pride in who they are and learn to value their classmates through the ways in which they are similar and different.
Language/literacy	Children will learn the value of their home, learn how its special and that it belongs to them. ----- List 3-5 target vocabulary words: home, special, belongs.
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	<p>1. Actively and confidently engages in play as a means of exploration and learning.</p> <p>b) Participates in multiple play activities with the same material.</p>

<p>Domain 2: Physical Development and Health</p>	<p>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <p>c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults).</p> <p>b) Seeks guidance from primary caregivers, teachers, and other familiar adults.</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>2. Demonstrates he/she is building background knowledge.</p> <p>b) Correctly identifies meanings of words is reading aloud, in conversation, and in the descriptions of everyday items in the world around them.</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>1. Expresses oneself and represents what he/she knows, thinks, believes, and feels through visual arts.</p> <p>2. a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).</p>

AUTHENTIC ASSESSMENT

<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i></p>	<p>Children will be assessed using many different measures.</p> <p>Initial base- Asking open-ended questions to assess their knowledge on the theme (community, sub-topic where I live? Where my family members live?). Jot down their answers, children will be scaffolded if needed. After a read-aloud, I will ask more questions pertaining to the book and jot down those answers. Children will be observed closely through their art activity, and I will document and use pictures.</p> <p>Reflection- children will have the list they had come up with and a model to reflect on while they work on their project. I will also walk around the class to support with scaffolding and help with ideas.</p> <p>we will hang up our project in our classroom, along with a note that describes their favorite palace in their home.</p>
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<p align="center">POST-ACTIVITY REFLECTION^[3].</p>	
<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.</i></p>	

<p><i>How would you modify this activity the next time to make it more successful?</i></p>	
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[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.

[2]. For CCLS, please go to the following URL:

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