

Activity Plan

Rojas

Designed by: Areli

| OVERVIEW/FRAMING | |
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| This Activity Plan is part of a larger Learning Experience Unit on: My five senses | |
| 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>Children use their five senses everyday naturally. It seeks to help children develop on a natural path with encouragement to gain skills that their brains and bodies are prepared to participate in. As they begin to participate in the classroom they begin to learn about their senses.</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>How does our senses help us explore and understand the world around us? What can I provide to my classroom/school community?</p> <p>The goal is to use our five senses to explore, investigate, and understand ourselves and our world.</p> <p>Students will be able to know the senses as sight, sound, smell, hearing, and touch, and identify the body parts that go along with them by playing/creating different activities.</p> |
| CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i> | <div> <div>Visual Arts</div> <div>Emergent Literacy</div> <div>Studies</div> </div> <div> <div>Music</div> <div>Mathematics</div> </div> <div> <div>Movement/Dance</div> <div>Science</div> </div> <div> <div>Drama</div> <div>Social</div> </div> |

| KNOWING THE LEARNERS | |
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| AGE RANGE: | Pre K |
| CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> | <p>Children in Pre-k are developing their sense of self concept. They are learning what makes us unique and how our senses give us a total picture of our experiences.</p> |

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| <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i> | Children might assume everyone has the same eyesight, taste, smell, hearing or touch. Children might believe they have the same mindsets and characteristics. |
| 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] . | All students don't come from the same background. About half the class has parents who have recently migrated to the US from central America and the other few students are immigrants from Europe and West Africa. This means half are bilingual and the other half ELLs. Students practice a wide range of differences in language, religions and more. |

| MATERIALS & LEARNING ENVIRONMENT PREPARATION | | |
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| MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>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> |
| Pencil Plain white paper Any materials in the classroom Mirror Water color paint Markers | Children will create the projects in the art center area where they will have different materials available like markers, watercolor painting, figure sticks and more. We will have mirrors provided to encourage self portrait and activity we are going to create. | Library center will have books about the five senses that will introduce them to each one of them and how we use them in our everyday lives. Example I Can Touch by Julie Murray I Like Myself by Karen Beaumont My Food, Your Food By Lisa Bullard |

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| | <p>.Children will fill in each letter of their name with the materials provided like gel water beads, pompoms, beans and glue the materials.</p> <p>. Then we will hang their work on the wall so children can feel proud of what they did and show it off to their parents.</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>When done with the activity we will discuss and share the differences and similarities in the collage and names they created. Then ask each one of them how they feel towards the activity if it was exciting, boring or fun. We will discuss and see how different we see things from the other students. How unique we are.</p> | | |
| Possible Extensions <i>What could you do on another day to build on this activity?</i> | <p>Students will rate each other's work by using polite and nice words and what they like about the project. Children should be proud of what they did and show it off among each other.</p> | | |

| GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains?</i> | |
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| Cognitive/thinking | |
| Physical | <p>Students will develop fine motor skills when they draw, paint and more since their small muscles are being moved like their hands and fingers.</p> |

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| Social/emotional | Children will reflect on their own uniqueness and learn who they are. Children would also learn how to value their classmates through the ways in which they are different. Children will learn it's okay to be different. |
| Language/literacy | Through book discussions children will learn new vocabulary, learn how to describe and be able to learn and analyze how the senses are being used by characters in the book and how they use them on their own. List 3-5 target vocabulary words: |
| Content Area(s) | Literacy,visual art and movement/dance |

| STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards (CCLS)^[2] are addressed in this activity?</i> | |
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| Domain 1: Approaches to Learning | Exhibits curiosity, interest, and willingness in learning new things. |
| Domain 2: Physical Development and Health | Demonstrates eye,hand,taste, smell, touch coordination and performing task with hands to manipulate the objects. |
| Domain 3: Social and Emotional Development | Children will recognize themselves and learn about unique individuals with their own interests. Children will also learn from their classmates and socialize with each other. |
| Domain 4: Communication, Language, and Literacy | Demonstrates his/her ability to express ideas using different methods. They also communicate with other children in which they learn from each other and help each other out. |
| Domain 5: Cognition and Knowledge of the World | Represents what she/he knows,believes and feels through arts and the activities that will be created. Able to show interest in what can be created with materials, color and textures. |

AUTHENTIC ASSESSMENT

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...)

Students would be assessed through two different measures.

Reflective Assessment: During the activity, I will ask them to reflect on their choices and why they picked those materials as well as how they feel towards their self portrait. This gives me an idea to see how they think and feel about their unique qualities.

Observations: I will observe how children work with themselves and with a classmate. I would be pairing up children to work with each other and share ideas. Based on what I see I will take notes about each child and see where they stand and if they are learning from each other and growing their vocabulary. During observation I'm able to see how I can help children mentally and physically. I will also observe what colors, materials children use the most.

POST-ACTIVITY REFLECTION^[3]

*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.*

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| <i>How would you modify this activity the next time to make it more successful?</i> | |
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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:*

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf"

* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.