

Activity Plan

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OVERVIEW/FRAMING				
This Activity Plan is part of a larger Learning Experience Unit on: All About Plants				
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>	The study of plants matters because plants connects all of us. No matter where my students are from culturally plants are diverse and can be seen all over the world so each student can make a connection through this activity and then have a shared experience during this activity as well. This is developmentally and age appropriate because it enhances their milestones.			
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>	Where do plants come from? How do plants grow?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Emergent Literacy	Music Mathematics	Movement/Dance Science	Drama Social Studies

KNOWING THE LEARNERS	
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>	Basics of DAP Students are developing basic language skills so supporting their social emotional development and allowing my students to make purposeful and meaningful friendships through this lesson will be key as they work together and discover new things.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children might not understand why there are so many different plants. I will address this by informing them that different plants have different purposes and explain why plants are beneficial for everyday life.
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?¹*</i>	All children's cultural background can be implemented in this activity to support different languages. The library will have supporting books related to the topic of plants that can help students understand plants.

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.

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>
-collected natural resources from scavenger hunt - large paper -glue - smocks -paper bags for collecting resources	<ul style="list-style-type: none"> - Art center set up - Visible plant information posted in classroom - Magnifying glass to observe resources collected in the science center - Science plant books in dual languages 	-Classroom outdoor nature walk trip

THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	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>
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>	I will spark the learning by reading the story “Planting a Rainbow” by Lois Ehlert followed by a music and movement song of “We’re going on a flower hunt”.	<i>By allowing the children to have an experience with the topic and conducting their own research and noticing’s students will be using different elements of their developmental domains that are age</i>	I can modify this lesson by using my bilingual abilities for emergent language development. This lesson is flexible with special needs because it supports multiple intelligence if a child is medically needy we will have staff support
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>	Steps to make project. <ol style="list-style-type: none"> 1) Read Story “Planting a Rainbow” by Lois Ehlert 2) Sing “We’re going on a flower hunt” while walking outside 3) Students will bring back materials to create 		

	collage	<i>appropriate. Through asking questions the lesson can be modified to fit and support multiple intellegences.</i>	to allow each student to participate in collage creation.
Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	Students will be assessed on their observations and noticing's about "Where do we find plants?" and "How do plants grow?" They will have the opportunity to showcase their findings and noticing's while also gaining an understanding of plants.		
Possible Extensions <i>What could you do on another day to build on this activity?</i>	Students can count how many flowers they have on the collage or other pieces they added to the collage. Students can also discuss colors and shapes they created.		

GROWTH AND LEARNING

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

Cognitive/thinking	.
Physical	Students will be taking a walk and using their gross motor skills to bend and pull flowers and plants using fine motor skills.
Social/emotional	Students will be able to work together collaboratively to gain social emotional skills.
Language/literacy	Students will develop language through discussion and q&r. List 3-5 target vocabulary words: Plants, grow, soil
Content Area(s)	

STANDARDS/GOALS

What Pre-K Common Core Learning Standards (CCLS)^{2} are addressed in this activity?*

Domain 1: Approaches to Learning	Creativity and Imagination
Domain 2: Physical Development and Health	Physical Development: 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects Uses materials collected during scavenger hunt to create a collage.
Domain 3: Social and Emotional Development	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about noticing)
Domain 4: Communication, Language, and Literacy	comprehension and Collaboration : With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood about plants.

^{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"

Domain 5: Cognition and Knowledge of the World	1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.
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AUTHENTIC ASSESSMENT	
<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>	Students will be assessed by being asked questions after they finish their collage in a group setting. Students will take turns responding to questions such as “where did we find plants?” , “How do plants grow?” “What do plants need in order to grow?”. Students should be able to respond based on the activity.

POST-ACTIVITY REFLECTION ^{3*}	
<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. How would you modify this activity the next time to make it more successful?</i>	

* 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.

