

HOW OUR COMMUNITY HELPS US



Focused Curriculum Overview

Topic Chosen: Community Helpers

Chronological age range of class: 3-5

Focused Curriculum Overview

Curriculum Title and Overview

Give your curriculum plan a descriptive and engaging title.

People Who Help Us Grow

Explain how this topic can support **student participation**. Give examples to explain.

This topic encourages student participation because it connects directly to children's everyday lives and experiences. Children may recognize these helpers and feel excited to share what they already know.

Example: students can take on roles of doctors and postal workers doing their jobs throughout the classroom and with each other. This is a hands-on experience that allows children to use language, social skills, and problem-solving in meaningful ways.

Explain how this topic will support **peer interaction**. Give examples to explain.

This topic will support pure interaction because it directly involves collaboration and role-playing. Children will learn how to work as a team, communicate and take turns during their playtime. There can be activities where you need multiple students to build a community out of blocks, or draw a neighborhood map. These cooperative tasks can encourage children to share materials, make group decisions, and learn how to respect others' contributions.

How will this topic support students' **problem-solving skills** and also support **play and creativity**? Give examples to explain.

There will be support for problem-solving skills and creative creativity as they are in their activities. As students explore how community helpers keep people safe, healthy and cared for they begin to understand real world challenges, and how teamwork and this decision making can solve them. Students can come together to figure out how to help a sick doll feel better or to put out a fire and pretend to be firefighters. So as the children discussed solutions with each other, they had to make quick decisions and participate in active problem-solving skills.

How can children use the knowledge gained through this topic in **meaningful real-world situations**? Give examples to explain.

This is a great topic for real life and meaningful connections into their own life. Many students will have family members who are community helpers, and they will be able to share what they know about them. They can also invite their family members into class so that they can

share with the class what they know and how they out the community. It also can help guide children to get an idea of how they would like to help the community and it's important to be kind to one another and help each other out because that is how we grow as a community.

How will you present this topic meaningfully for diverse children with **learning differences**? Give examples to explain.

This theme can be made meaningful and inclusive for children with diverse learning differences by offering multiple ways to engage and participate in the classroom. Teachers will use real life, photos and props, and also uniforms to help visual learners make connections. There can also be songs about community helpers and read aloud books to help children learn through repetitive language and rhythmic features. It's also important to pair visuals with vocabulary words you are teaching so if they don't understand, they can always look at the picture and put them together.

Curriculum Goals

Identify the overarching goals and objectives for the subject or topic you have chosen. What do you want children to achieve through this curriculum? List 3-5 Broad overarching questions that your curriculum bridges with several units and subject areas

Why are community helpers important?

What are the roles/ responsibilities of different community helpers?

What tools do different community helpers use in their work?

How do community helpers make our community a better place to live?

Scope and Sequence

Outline the sequence of your learning experiences to be covered throughout the curriculum. Specifically, provide the subject topic (based on the NYS Standards) and a brief summary of how you will integrate the curriculum topic in each subject's chosen topic.

Math: *Counting and Cardinality (PK.CC.1–5): Children count to answer "how many" questions and compare quantities.*

Students will explore counting and sorting activities using materials related to each community helper. For example, they can count and sort items such as toy, male or doctor tools. They could even compare groups or create simple patterns with pictures of helper tools.

Social Studies: *Civic Ideals and Practices (PK.CIV.1): Children recognize the roles and responsibilities of community members.*

Students will learn about different helpers and discuss how they contribute to keeping the community safe and healthy. through classroom activities. Children will explore what it means to be a helper and their classroom and community and how to work on responsibility and empathy with others.

Science: *Scientific Inquiry (PK.PS3.1, PK.ESS2.1): Children explore how people use science and tools to solve problems in their environment.*

students will explore how community helpers use science and tools to do their job. They will learn how water pressure helps firefighters put out fires and how doctors use stethoscopes to hear heartbeats. There will be simple experiments with using different materials to help students understand cause-and-effect while thinking about real world problems.

Approximate Time Needed

1-2 weeks

10 Vocabulary Words
Community ,Helper, Responsibility, Job, Uniform, Tools, Safety, Neighborhood, Service ,Teamwork
Targeted Domain(s) Include all 5 domains
<p>List and explain the domains your curriculum will target</p> <p><u>Consider - List and explain how your curriculum targets each of the domains of development</u></p> <p>Cognitive development. The theme supports children’s thinking and reasoning skills as they explore real world concepts. Through sorting, classifying and problem-solving, children build critical thinking and make connections between cause-and-effect. Integrating math, science, and social studies encourages curiosity, and early reasoning about how communities work together.</p> <p>Language and literacy development. Thanks, curriculum, pros rich language experiences through discussions, songs, dramatic play, and reading aloud. Children will learn vocabulary with words. They practice speaking and listening to each other through group conversations and role-play.</p> <p>Physical development. Fine and gross motor skills are developed through hands-on, movement basic activities. Through our projects, they’re able to create different projects that encourage their fine motor skills and they can actively use their gross motor skills as they are playing in the dramatic play area or if we are doing a group dance. They will experience coordination and control while learning.</p> <p>Social and emotional development. Learning about community helpers helps children recognize emotions and understand the importance of helping others, and build empathy. Group projects and pretend play activities can encourage children to take turns and share with each other. They can also learn how to work as a team and gain a sense of responsibility and belonging which will strengthen their confidence and social awareness.</p>
Students with Learning Differences
<p>How will you differentiate instruction to accommodate diverse learners' needs, including those with varying abilities, learning styles, or cultural backgrounds</p> <p>Every child has different learning styles so it’s important to make sure your lesson has a variety of strategies to make learning accessible and meaningful. Visual learners will benefit from photos, story books, and picture cards. Auditory learners can enjoy songs, stories, and discussions and kinesthetic learners can engage in dramatic play, building and sorting activities that allow them to move and explore concepts physically. Activities should include visual support and simplify directions and opportunity for pure modeling if needed. Labeling</p>

materials and having schedules can help them follow along and feel successful. Students with advanced abilities can take on leadership roles as well and they can also help communicate with those children who might need that encouragement. Culturally responsive teaching will be emphasized by including diverse books, images and discussions that reflect a range of helpers from different backgrounds, languages, and communities. It's important that all children feel represented and respected while learning. encouragement. Culturally responsive teachers will be emphasized by including diverse books, images and discussions that reflect a range of helpers from different backgrounds, languages, and communities. It's important that all children feel represented and respected while learning.

Assessment

Assessment Summary

Determine how you will assess children's progress and understanding within the curriculum. Include formative and summative assessment methods that align with the subject or topic. Formative assessments will take place during daily activities and play. Teachers can take anecdotal records and observational notes to document how children engage in their role-play and on hands-on tasks. Having a small group, conversations and picture sorting activities, and questioning will also provide insight into individual understanding and concept development in real time.

Somatic assessments include the overall comprehension and skill growth. This may include a portfolio of student work, such as their drawings or writing samples about their favorite helper. Teachers also conduct individual interviews and allow children to share which helper they learned about and what the person does. That method allows children to feel more comfortable as well if they need more of that one on one time to be comfortable enough to speak.

DAP

1. Provide a rationale for your curriculum choices (2 paragraphs)
 - a. explain why you believe this focused curriculum is developmentally appropriate and

The community helpers curriculum is developmentally appropriate because it connects directly to children's everyday experiences and natural curiosity about the world around them. At this age, children are learning about social roles, responsibly, and how people work together to make their community grow.

will support children's overall development.

By exploring these familiar helpers, such as firefighters, doctors, teachers and male carriers, children can make meaningful real world connections and begin to understand concepts that are more complex. The theme supports early learning by targeting key areas of language development through storytelling and discussions, cognitive growth through problem-solving and sorting, and social emotional learning through role-playing on expressing experiences and appreciation for others.

This curriculum also encourages hands-on exploration and imaginative play, which is essential for developmentally appropriate practice. Through these hands-on experiences, children have the freedom to express creativity while developing those skills in each domain. Integrating the theme across subject areas allows for deeper learning and engagement as well. Also, introducing these real world experiences to children can also make them more comfortable for when they have to go to the doctor or they see a firefighter. They will know about them and feel safe to talk to them more. Ask some questions and start expressing themselves with confidence and a sense of belonging in their community.

Activity Lesson Plan

Teacher Name: Ashley Maldonado Topic/Theme of Lesson: Community Helpers/ Construction Worker Content Area: Math, Social Studies, Literacy, Creativity/Play, Art Grade Level: Pre-school Length: 1-2 days	
OVERVIEW/FRAMING	
1. TOPIC/THEME <ul style="list-style-type: none"> <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>The topic of community helpers and building a house of shapes is developmentally and culturally appropriate for the ages 3 to 5 because it connects to real life experiences that they see in their neighborhood. That activity supports their developmental growth by helping them practice early math skills like shape, recognition and spatial awareness while also encouraging new vocabulary for language. They also will be using fine motor skills and cooperation during the activity. All children live in some form of home or building, and the idea of community helpers is familiar and accessible two diverse backgrounds.</p>
2. BIG IDEAS/OVERARCHING QUESTIONS <ul style="list-style-type: none"> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> 	<p>Big Ideas:</p> <ol style="list-style-type: none"> Community helpers, such as a construction worker, use different shapes to build the structures we live and work in. Shapes are everywhere in our environment and we can use shapes to create buildings Matching and identifying shapes can help us learn how parts come together to make a whole We use language to describe how we build and where things go Working together, sharing materials and taking turns to help us complete that community project. <p>Essential Questions:</p> <ol style="list-style-type: none"> How do construction workers use shapes to build houses in buildings? What shapes do we see in building buildings around us? Where should each shape go when we build a house? What tools or actions do construction workers use to help them build How can we work together like a team of builders?
3. CONTENT FOCUS: <ul style="list-style-type: none"> <i>Highlight the content area(s) that will be addressed in this activity</i> 	<p>Arts Creativity/Play Music</p> <p>Movement/Dance</p>

	Emergent Literacy Social Studies	Mathematics	Science
<p>4. LANGUAGE AND CONTENT OBJECTIVES:</p> <ul style="list-style-type: none"> ● <i>Include an objective for each.</i> ● <i>Think about the content, the subject you teach, or the WHAT.</i> ● <i>Think about the language you need students to have or the HOW you will teach</i> 	<p>Students will be able to identify and match basic shapes (circle, square, rectangle, triangle) to the correct location on the house poster to construct a simple structure, demonstrating understanding of how builders use shapes to create buildings that we live in.</p> <p>Students will use positional and descriptive vocabulary, such as, “on top” , “next to”, “under”, “triangle”, to explain where they are placing each shape and to describe how construction workers use tools and shapes to build a whole house for our community.</p>		

KNOWING THE LEARNERS	
<p>1. AGE RANGE:</p> <ul style="list-style-type: none"> ● chronological age in years and months 	3 years ,0 months - 5 years, 11 months
<p>2. CURRENT DEVELOPMENT:</p> <ul style="list-style-type: none"> ● <i>What do you know about the current growth of learners in this age range for the content focus?</i> ● <i>What misunderstandings might children in this age range have about the topic/content, and how do you plan to address this?</i> 	<p>children ages 3 to 5 are developing important, cognitive, visual, spatial language, and fine motor skills that support a community helpers activity focused on matching shapes to build houses. At this age, children are learning to identify basic shapes and understanding how small parts fit together to create a whole. They’re also expanding vocabulary and symbolic thinking, which allows them to connect the activity to the world they see around them. In this situation, they will connect construction workers who use tools and shapes when building a house. Their hand coordination and finger muscles continue to grow helping them place and rotate the shapes accurately on the poster. Children in this age range are curious and they enjoy hands-on activities, so designing a house in different shapes aligns well with their developmental growth.</p> <p>Children in this age group can also have a misunderstanding about shapes and community helpers. Some may confuse the shapes or only recognize them in one perspective. Many children are still developing their understanding of what construction workers do, and how workers used tools to build structures. They may also struggle with spatial concepts, such as placing a shape “on top”, “next to”, or “under”, which create a little challenge for children to put the shapes in the correct locations. In this activity there are different shapes and different sizes. So I will model rotating it and</p>

	<p>use simple descriptions such as a “triangle has three sides and so does this triangle in the activity”. Also using real life, photos of buildings and construction workers can help children see what houses can look different and that builders use these many shapes. I plan on using positional words such as “the green circle goes on top of the red square for the window”, and this will support spatial understanding. I also plan for there to be different posters for building a house so there’s no same house. They will be able to pick a house that may look like theirs so that they can feel the flexibility and they’re thinking and more confident as they match the shapes..</p>
<p>3. SOCIO-CULTURAL CONTEXT:</p> <ul style="list-style-type: none"> • <i>What do you know about this group of children regarding their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i> 	<p>In a typical preschool classroom, learners bring a wide range of cultural backgrounds, home experiences, and languages that shape how they engage with the curriculum. There are many children that grow up in multilingual households. This can mean that their vocabulary and communication skills may vary, depending on the context. Their cultural backgrounds influence how they interact with adults and children, how comfortable they feel, expressing themselves, and the prior knowledge they bring about community helpers and roles. There are also a range of diverse learning styles, some learn fast through hands-on activities, others learn visual models, and some children rely on verbal, explanations or movement based activities. Children may have had previous learning experiences that may include exposure to shapes, or conversations about jobs in their families or community, because of the variety it’s important to design activities that are visual, culturally, responsive, and interactive, so that all children can access the concepts and feel represented in this curriculum.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>	
<p>1. MATERIALS</p> <ul style="list-style-type: none"> • <i>What materials will you need to teach this activity?</i> • <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i> 	<p>I will be using tactile materials for this activity</p> <ul style="list-style-type: none"> • Variety of living areas poster (house, apartment, multi-gen etc) • Wooden blocks • Real-life photos of construction workers and tools • Baby wipes • Bin • Folder

<p>2. LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i> 	<p>To support this activity, the classroom will require several intentional modifications across centers and learning spaces. The math center will be arranged in a clean, flat workplace, where children can easily access the house, posters, wooden blocks, and the photos of tools and houses related to construction workers. Materials will be placed in a labeled bin at child level to support independence so that they can take out the blocks and put them back in after cleanup. The block center can be enriched with photos of real community helpers, and different styles of houses as well to make children make those real world connections. The bulletin board can show those vocabulary words and the community workers so that they can see what those construction workers do. The meeting area will be used before the activity to model how to match the shapes, how to use those positional words and relate to the task of what construction workers do. Providing children with a quiet, low destruction, workspace for children who need additional support. I will make sure that the materials are tactile and accessible for all learners so that every child can feel comfortable to fully participate in the activity.</p>
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THE LESSON	Teacher does:	Students do:
<p>1. Introduction</p> <p><i>List the step-by-step procedures.</i></p> <ul style="list-style-type: none"> • <i>How will you engage the children in this learning experience?</i> 	<p>Whole group meeting:</p> <ul style="list-style-type: none"> • Gather children on carpet • Read a book based on construction workers, tools, and buildings • Tell children that we are learning about a community 	<p>Whole group meeting:</p> <ul style="list-style-type: none"> • Sit together and meeting • Look at photos and discuss what they notice

<ul style="list-style-type: none"> ● <i>How will you introduce the concepts and vocabulary of the topic?</i> ● <i>How will you describe the procedures of the learning activity?</i> ● <i>What will you say and do?</i> ● <i>Small Groups and Whole Groups?</i> 	<p>helper called construction worker. They use shapes to build houses.</p> <ul style="list-style-type: none"> ● Invite children to share if they've seen a construction worker <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> ● Show large shape cards ● Describe each shape using simple language ● Model positional words ● Model using a board: "circle goes on top on square" <p>Procedure</p> <ul style="list-style-type: none"> ● Display the math poster and loose shapes ● Tell children that they are construction workers and it's their job to match shapes to build a house ● Demonstrate how to find matching shapes ● Think aloud as I am doing the math poster: "I see of rectangle shape on top, I won't match my rectangle here" <p>Small Groups</p> <ul style="list-style-type: none"> ● have children pick centers ● Provide each group with soldiers of the house posters, and a labeled bin with the wooden shapes in them ● Reinforce vocabulary <p>During Small Groups</p> <ul style="list-style-type: none"> ● Ask children questions as they are matching the shape ● Assist children who need support ● Encourage creativity: "would you like to add a chimney or a driveway?" 	<ul style="list-style-type: none"> ● Share any experiences they've seen in their community ● Respond to teachers questions and show curiosity <p>Introduce Vocabulary:</p> <ul style="list-style-type: none"> ● Look and repeat shaped names ● Identify shapes, they already know ● Practice positional words by pointing on the poster ● Make connections : "this looks like my house" or "I see a square" <p>Procedure:</p> <ul style="list-style-type: none"> ● Watch teachers demonstration ● Hacks questions or comment on what they notice ● Practice identifying shapes ● Get ready to pick centers <p>Small Groups:</p> <ul style="list-style-type: none"> ● Work at the table with peers ● Identify and select shapes from the ● Match shapes to the correct spaces on the poster ● Use positional language and vocabulary ● Rotate a man manipulate shapes ● Share materials, take turns and help peers
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<p>2. The activity <i>List the step-by-step procedures.</i></p> <ul style="list-style-type: none"> ● <i>What will the children be doing?</i> ● <i>What will you say or do to facilitate and scaffold their learning?</i> ● <i>Small Groups and Whole Groups?</i> ● <i>Be specific and detailed in your description.</i> 	<p>Activity</p> <ul style="list-style-type: none"> ● Allow children to pick centers ● Provide group with a folder of the house, posters, wooden blocks in a labeled bin and pictures that are associated with the activity ● Ask questions: “what shape do you think it’s here?“, “Why is this a rectangle?“, “how many squares do you have in your house?” ● Support students who need help, identifying or rotating shapes ● Use vocabulary frequently: “you put the green circle on top on the red square” 	<p>Activity</p> <ul style="list-style-type: none"> ● Work together at tables ● Pick a poster that they like ● Choose a shape and compare it to the ones on the poster ● Match shapes to the correct locations ● Use positional and shaped vocabulary ● Rotate and manipulate shapes to make them fit ● Share materials and collaborate with peers ● Add extra shapes to personalize their house
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<p>3. Differentiation</p> <ul style="list-style-type: none"> ● <i>Be specific and detailed in your description.</i> ● <i>How will you modify this activity for learners with different learning styles and/or special needs using UDL</i> ● <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>Visual/Spatial Learners</p> <ul style="list-style-type: none"> ● Provide shape posters with bold outlines ● Use color-coded shapes ● Display real photographs of houses, tools, and construction workers ● Point and gesture to shape areas while giving directions <p>Kinesthetic/Tactile Learners</p> <ul style="list-style-type: none"> ● Provide physical shape such as the wooden blocks so that the children can hold them and touch them ● Offer for sensory versions (Velcro, textured shapes) ● Allow students to stand, move, or work on the floor if needed ● Encourage touching, rotating and manipulating shapes <p>Linguistic/Auditory Learners</p> <ul style="list-style-type: none"> ● Model clear shape, and positional vocabulary ● Use repetition ● Ask questions to support language ● Provide sentence frames “ I put the ___ me to the ___” <p>Special Needs/IEP Learners</p> <ul style="list-style-type: none"> ● Break steps down into smaller parts ● Use handover hand, guidance, one appropriate ● Reduce the number of shapes ● Provide a simplified house template with fewer shape pieces ● Allow extra processing time and minimal distractions <p>DLL/Multi-Lingual Learners</p> <ul style="list-style-type: none"> ● Pair, visual support supports with verbal language 	<p>Visual/Spatial Learners</p> <ul style="list-style-type: none"> ● Look at visual models to help identify shape shapes ● Match shapes by comparing colors and out ● Follow the visual cues on the poster to know where each shape belongs ● Use images to make real world connections to community helpers <p>Kinesthetic/Tactile Learners</p> <ul style="list-style-type: none"> ● Hold, feel and move sheets with their hands ● Rotate shapes to fit them on the house poster ● Engage their bodies by reaching, placing and building ● Use touch to understand the differences between the shapes <p>Linguistic/Auditory Learners</p> <ul style="list-style-type: none"> ● Repeat vocabulary words aloud ● Describe where they’re placing shapes ● Answer questions during the activity ● Participate in discussion <p>Special Needs/IEP Learners</p> <ul style="list-style-type: none"> ● Work at their own pace would reduce choices ● Match shapes using scaffolded guidance ● Repeat steps with teacher support
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	<ul style="list-style-type: none"> ● Provide shape vocabulary in both English and their home language ● Use gestures and pointing to support understanding ● Encourage children to name shapes in either language 	<ul style="list-style-type: none"> ● Stay engaged with fewer stops and clear expectations <p>DLL/Multi-Lingual Learners</p> <ul style="list-style-type: none"> ● Use home language or English, whichever is comfortable for them ● Point of shapes, even if they don't have words yet ● Follow visual cues and teacher gestures ● Participate in activity without language barriers
<p>4. Reflection</p> <ul style="list-style-type: none"> ● <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i> 	<p>As the activity concludes, the teacher can invite children to share what they have done with the class. The teacher will ask open, entered questions that shape and position vocabulary. The teacher can ask about peer observations by asking children to notice similarities or differences in their classwork and connect the discussion back to the role of construction workers by asking "how did we work like builders today?" It's also important to ask emotional reflection questions such as "did you feel proud building today?"</p>	<p>During the reflection, students can share what they have built in the meeting area, share their designs, and anything that they added to it. They can respond to the teachers' focus questions by pointing to the different shapes on their houses and using those positional words that they were taught today. Students can observe one of their peers' work and comment respectfully on the similarities and differences while making connections to the real world. Students can also express how they felt about the activity sharing moments that made them excited or proud.</p>

DOMAINS: 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>	
Cognitive	This activity strengthens the child's ability to recognize, classify and match shapes, which supports early math and problem-solving skills. Children learned to compare sizes, identify shapes, using different perspectives, and use reasoning to determine where the piece belongs. They then begin to understand how individual parts come together to form a hole. They also use symbolic thinking as they connect the flat wooden blocks to real buildings and community helper roles. and use reasoning to determine where the peace belongs. They then begin to understand how individual parts come together to form a hole. They also use symbolic thinking as they connect the flat wooden blocks to real buildings and community helper roles.
Physical	Children, practice, important, fine motor skills as a grasp, manipulate, and play shape pieces onto the house poster. These movements strengthen finger, muscles and high and eye coordination, which are essential for writing, cutting and manipulating different classroom tools. The activity also supports bilateral coordination as they use bold hands together told and placed pieces on this poster.
Social	Working in small groups encourages sharing, turn, taking, cooperation, and pure communication. Children observed one another's ideas and that they ask for materials while collaborating to complete the house poster. The community helper theme also reinforces an understanding of the social roles and how people contribute in these roles to support their community.
Emotional	This activity promotes confidence as children successfully match shapes and see the house they built. They learned persistence as they tried different perspectives of the shapes until they fit. The reflection at the end allows children to express their feelings about their work, and gains that validation from peers and the teacher.
Language and Literacy	Children develop vocabulary related to shapes, positions and community helpers. They use these new vocabulary words during the activity and when sharing their work. Listening to instructions and responding to questions, supports, receptive and expressive language. Describing their choices, built early narrative skills and strengthens their language foundations needed later for literacy

	List 5 target vocabulary words: Build, Square, Triangle, Next, Top
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STANDARD(S)	
<i>Be specific—choose those standards that are actually targeted by this learning activity</i>	
PK.AL.1 Actively engages in play as a means of exploration and learning	<ul style="list-style-type: none"> a. Interacts with a variety of materials and peers through play b. Participates in multiple play activities with same material e. Uses a “trial and error” method to figure out a task, problem, etc. f. Demonstrates awareness of connections between prior and new knowledge
PK.AL.2 Actively engages in problem solving	<ul style="list-style-type: none"> a. Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem c. Communicates more than one solution to a problem d. Engages with peers and adults to solve problems
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	<ul style="list-style-type: none"> a. Uses materials/props in novel ways to represent ideas, characters and objects b. Identifies new or additional materials to complete a task c. Experiments to further knowledge d. Seeks additional clarity to further understanding e. Demonstrates innovative thinking
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	<ul style="list-style-type: none"> a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas c. Actively explores how things in the world work d. Investigates areas of interest e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts) f. Willingly engages in new experiences and activities
PK.AL.5. Demonstrates persistence.	<ul style="list-style-type: none"> a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task
PK.PDH.3. Demonstrates coordination and control of large muscles	<ul style="list-style-type: none"> a. Displays an upright posture when standing or seated b. Maintains balance during sitting, standing, and movement activities
PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	<ul style="list-style-type: none"> a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)


	b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)	a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults
PK.SEL.4. Develops positive relationships with their peers	a. Approaches children already engaged in play b. Interacts with other children (e.g., in play, conversation, etc.) c. Shares materials and toys with other children d. Sustains interactions by cooperating, helping, and suggesting new ideas for play e. Develops friendship with one or more peers f. Offers support to another child or shows concern when a peer appears distressed
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	a. Seeks input from others about a problem b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves) c. Uses and accepts compromise; with assistance
PK.SEL.6. Understands and follows routines and rules	a. Displays an understanding of the purpose of rules b. Engages easily in routine activities (e.g., story time, snack time, circle time) c. Uses materials purposefully, safely and respectfully as set by group rules d. With assistance, understands that breaking rules has a consequence
PK.AC.1. Demonstrates motivation to communicate	a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) d. Initiates and extends conversations, both verbally and nonverbally e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)
PK.AC.2. Demonstrates they are building background knowledge	a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly d. Makes comparisons to words and concepts

PK.AC.3 Demonstrates understanding of what is observed	<ul style="list-style-type: none"> a. Uses vocabulary relevant to observations b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults
PK.AC.4. Demonstrates a growing receptive vocabulary	<ul style="list-style-type: none"> a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world
PK.AC.5. Demonstrates a growing expressive vocabulary	<ul style="list-style-type: none"> a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations b. Increasingly uses more complex words in conversations c. Uses new and rare words introduced by adults or peers d. Begins to use appropriate volume and speed so that the spoken message is understood e. Initiates conversations about a book, situation, event or print in the environment
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play	<ul style="list-style-type: none"> a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others
PK.ELAL.21. [PKSL.3] Identifies the speaker	—
PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events	—
PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)	—
PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas	—
PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences	—

PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings	a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent
PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences	—
PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1:1 Correspondence
PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to	—
PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size	—
PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes	—
PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components	—
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	b. Describes how each person is unique and important c. Identifies as a member of a group
PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	b. Describes own community and/or cultural group

<p>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</p>	<p>a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs)</p> <p>b. Recognizes that people depend on community helpers to provide goods and services</p> <p>c. Identifies the tools and equipment that correspond to various roles and jobs</p> <p>d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community</p>
<p>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions</p>	<p>a. Identifies features of own home and familiar places</p> <p>c. Uses words that indicate direction, position and relative distance</p>

<p style="text-align: center;">AUTHENTIC ASSESSMENT</p>	
<p>Assessment: <i>What will you do to gather evidence to assess each child’s developmental progress?</i></p> <ol style="list-style-type: none"> 1. <i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i> 2. <i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i> 3. <i>State how your assessment activity is connected to the Big Ideas, Overarching Questions, and Content/language objectives.</i> 	<p>To assess each child’s developmental progress, I will gather evidence through observation, documentation, and children’s work during the small group activity and the whole group reflection. During the activity, I will use an observation checklist to know whether each child can identify these basic shapes, and if they could match them to the correct location on the house poster. I will also make note on whether children are using the appropriate positional language, and if they are participating with verbal responses during the group discretion. I will have to make sure the children are connecting their activity to the role of a construction worker. The children’s finished house posters will serve as the visual evidence of their understanding of the content, including shape, recognition, spatial awareness, and the ability to follow those directions that were given before the activity and during.</p> <p>To determine whether individual children are understanding the big ideas, I will listen for comments that show those connections between the activity and real world construction. I will also look for evidence that children are exploring these questions and children who verbalize how or why they place the shape in the way that they did, and also if they added anything extra to their math poster.</p>

	<p>This assessment is directly connected to the objective because it focuses on using descriptive and position of vocabulary to explain their choices. By observing the children’s shape matching, documenting their language use, and seeing their final poster, I can determine how well each child is meeting the objectives. Evidence during this activity provides a clear picture of individual learning and helps guide future instruction for students who may need that additional support.</p>
<p>TECH LINK or Screenshot: include the link to the previous week’s work here</p>	 <p>Construction Workers Build Our Homes Match the Shapes and Build Your Own</p> <p>Triangle Square Rectangle Circle</p>

Activity Lesson Plan

<p>Teacher Name: Ashley Maldonado Topic/Theme of Lesson: Community Helpers Content Area: Social Studies Grade Level: Pre-school Length: 1 day</p>
<p>OVERVIEW/FRAMING</p>

<p>1. TOPIC/THEME</p> <ul style="list-style-type: none"> • <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>The topic of community helpers is developmentally and culturally appropriate for preschool learners because they can connect directly to real people and places children see every day. Children learn best through familiar experiences and the helpers they see in this book are people the children interact with often in their own communities. Learning about these roles supports children’s development by helping them understand how the world works around them. Introducing no vocabulary and concepts can build early social studies knowledge in a meaningful way. It’s also culturally appropriate because community helpers exist in all cultures. There are also diverse images throughout the book to provide children with mirrors and windows allowing them to see themselves represented well. Also learning about helpers who look different and work differently from those in their own community. The team also supports children so that they could build their identity, and build respect for diversity for the world around them. The simple language and bright illustrations aligned with what is developmentally appropriate for 3 to 5-year-olds who learned best individual storytelling and real world connections.</p>
<p>2. BIG IDEAS/OVERARCHING QUESTIONS</p> <ul style="list-style-type: none"> • <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> 	<p>Big Ideas: Connecting helpers to the real world Understanding roles in the community Building respect and appreciation for each helper Make cultural connection Exploring career awareness Language and vocabulary growth</p> <p>Questions: Who helps keep our community safe? What are the roles and responsibilities of each helper? Why do we need different helpers in our community? What tools do helpers use? How do they use these tools and why do they need them? Where do community helpers work? Which helpers have I seen before?</p>
<p>3. CONTENT FOCUS:</p> <ul style="list-style-type: none"> • <i>Highlight the content area(s) that will be addressed in this activity</i> 	<p>Arts Creativity/Play Music Movement/Dance</p> <p>Emergent Literacy Mathematics Science Social Studies</p>
<p>4. LANGUAGE AND CONTENT OBJECTIVES:</p>	<p>Content Objective:</p>

<ul style="list-style-type: none"> ● <i>Include an objective for each.</i> ● <i>Think about the content, the subject you teach, or the WHAT.</i> ● <i>Think about the language you need students to have or the HOW you will teach</i> 	<p>Children will explore and identify a wide range of community helpers. They will demonstrate their understanding by describing each helper's role and the tools they use. Through discussions and picture based tasks students will build knowledge about how these helpers keep our community safe and connected. Students will also make personal and cultural connections by recognizing helpers they've seen in their own experience that helps them develop an understanding of how these roles support their lives and how community workers work together to meet the needs of others.</p> <p>Language Objective: Children will use specific vocabulary and complete sentences to express their understanding of community helpers. With a teacher, modeling sentence frames and visual supports, students will practice describing the roles, tools and responsibility, using vocabulary words and the names of each helper. Students will engage in structured conversations during discussion and turn and talks. Students will practice receptive language by listening to their peers and expressive language by sharing their observations and making those personal connections. Through those interactions, children will build oral fluency, language, development, and confidence, and describe real world roles.</p>
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KNOWING THE LEARNERS	
<p>1. AGE RANGE:</p> <ul style="list-style-type: none"> ● chronological age in years and months 	<p>3 years ,0 months - 5 years, 11 months</p>
<p>2. CURRENT DEVELOPMENT:</p> <ul style="list-style-type: none"> ● <i>What do you know about the current growth of learners in this age range for the content focus?</i> ● <i>What misunderstandings might children in this age range have about the topic/content, and how do you plan to address this?</i> 	<p>Preschool learners are at the stage where they build understanding through familiar experiences making community helpers an ideal focus. Children ages 3 to 5 are developing rapidly and they learn best when new ideas connect directly to real people they see in their daily lives. While exploring all these community helpers in this book, children strengths in their ability to categorize, match, undescribed roles, tools, and places. These are skills that align with their growing ability to sort information and understand that connection. The vocabulary expands as they learn names and tools used by each helper, while their oral language develops through discussions and sentence frames. Preschoolers are beginning to understand that people in their community have different responsibilities and enjoy making personal connections within their family and things that they experience every day. It allows them to</p>

	<p>have that community awareness and a sense of belonging which is crucial in their development at this age.</p> <p>Children in this age range may have misunderstandings about community helpers. Some may think all helpers look the same or assume that all two rules can be used by any worker. Some may not understand the specific places that these community helpers work and that helpers rely on teamwork to build a community. To address the misunderstandings, this activity includes visuals and discussions to highlight diversity and gender, skin tones and roles across the book's illustrations. Matching and sorting activities can also help the children connect helpers with their tools and workplace. Group conversations and read-aloud can help clarify the helpers that support them every day not only in emergencies but how they work together as a team. The new vocabulary they will be learning will help guide children in using those words accurately to describe these new responsibilities, roles and tools. The opportunity to make personal connections will help reinforce accurate understanding by learning in real life experiences.</p>
<p>3. SOCIO-CULTURAL CONTEXT:</p> <ul style="list-style-type: none"> • <i>What do you know about this group of children regarding their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i> 	<p>children come from very different backgrounds and they have very different learning styles and experiences. Many children come from multilingual houses, which means they bring very levels of vocabulary and language comprehension to the activity. Children's experiences with community helpers may differ based on their neighborhoods and personal experiences, so that may be very familiar with these helpers. Well others may have a limited exposure. There's also children who may have different learning styles and learning experiences. This can affect their comfort with routines, their familiarity with books and their social interaction skills. Understanding that, I designed the book in a way that honors cultural experiences by providing multiple entry points for children with differences of elemental needs, and learning preferences.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>	
<p>1. MATERIALS</p> <ul style="list-style-type: none"> • <i>What materials will you need to teach this activity?</i> • <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i> 	<p>Books: In our community Close line closes the jobs people do Whose tools are these? Materials: Chart paper labeled who helps our community? Markers Picture cards of each community helper(Velcro) Tool cards (Velcro)</p>

	<p>Visual of a community map Ben's labeled Paper towel towels/wet wipes</p>
<p>2. LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i> 	<p>To support this community helpers activity I will make modifications to the classroom environment, so children could fully engage with the content. In the meeting area, there will be a large community helpers chart, picture cards, and the book "inner community" displayed. I will modify the dramatic place center to include community helper props, so that children can act out the rules. They learn about it in the story. The block center will also be set up with small construction vehicles and community buildings to encourage children how to work together and how helpers work in different places. I will add a themed bulletin board titled "helpers in our community" to see whether there will be children's projects and vocabulary words displayed. The art center will include tools and pictures of helpers, so children can create their own representation. There will be visual support such as labeled baskets and picture schedules that will be helpful for all learners, including multilingual learners to understand expectations. I will ensure the room layout allows for smooth transitions at easy cleanup by creating and labeled areas and providing child friendly storage for materials used during this activity.</p>

THE LESSON	Teacher does:	Students do:
<p>1. Introduction</p> <p><i>List the step-by-step procedures.</i></p> <ul style="list-style-type: none"> • <i>How will you engage the children in this learning experience?</i> • <i>How will you introduce the concepts and</i> 	<ul style="list-style-type: none"> • gather children in the meeting area and show the cover of "in our community" book • Says "today we are learning about people who help our community and these people are called community helpers" 	<ul style="list-style-type: none"> • sit in the meeting area and look at the book cover • Respond to questions about helpers they've seen in their own lives • Were people vocabulary words? • Participate in the picture walk by naming any

<p><i>vocabulary of the topic?</i></p> <ul style="list-style-type: none"> • <i>How will you describe the procedures of the learning activity?</i> • <i>What will you say and do?</i> • <i>Small Groups and Whole Groups?</i> 	<ul style="list-style-type: none"> • Conducts a picture walk-through of the book, pausing on each helper • Includes key vocabulary words using the visual • Ask guiding questions to assess background knowledge “who helps in your community” have you ever seen a firefighter or a doctor” • Model sentence frames “a doctor uses a ___ to ___” • Points out diversity in the helper shown in the book • Explain the activity procedure, using simple steps and visuals “In the dramatic play center. You can act out the job that you are drawn to” <p>Small Group:</p> <ul style="list-style-type: none"> • Assigned children to small groups and goes back back-and-forth between the groups of scaffold learning • Gives each group helper, cars, tool cards and workplace cards • Says “let’s match the helper with the tool they use in the place they work” • Supports language by using prompts “who is this”, “what tool does this helper need” • Encourages collaborative talk among peers • Add challenge questions “ can helpers work together?” 	<p>tools or helpers they recognize</p> <ul style="list-style-type: none"> • Use model sentence frames to share ideas • Ask questions or make observations “I saw a bus driver today” or “my mom is a firefighter too” • Listen to steps of activities and prepare to move to small groups <p>Small Groups:</p> <ul style="list-style-type: none"> • Work together to sort and my choppers with their tools and workplaces • Use vocabulary words during • Ask peer questions “what helper do you have”, “can you help me match this tool“ • Engage in hands-on exploration
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<p>2. The activity <i>List the step-by-step procedures.</i></p> <ul style="list-style-type: none"> • <i>What will the children be doing?</i> • <i>What will you say or do to facilitate and scaffold their learning?</i> • <i>Small Groups and Whole Groups?</i> • <i>Be specific and detailed in your description.</i> 	<ul style="list-style-type: none"> • Gather students on the rug in the meeting area. • Hold up the book <i>In Our Community</i> and say: "Today we will learn about the people who help our community. They are called community helpers." • Do a picture walk through the book, pausing on each helper. • Introduce vocabulary words using visuals • Ask guiding questions: "Who have you seen in your neighborhood?", "What does a firefighter or a doctor do?" • Model the sentence frames you want students to use later: • Explain the activity: "You will work in groups to match helpers with their tools and workplaces. Then you can act out the role or draw your favorite helper." <p>Small Groups:</p> <ul style="list-style-type: none"> • Divide students into small groups • Give each group: Helper cards, Tool cards, workplace cards. • Say: "Your job is to match the helper, the tool they use, and the place where they work." • Model one example: "This is a firefighter. A firefighter uses a hose. A firefighter works at a fire station." • Walk around to observe while providing scaffolding: Ask open-ended questions: 	<ul style="list-style-type: none"> • Sit in the meeting area and look at the book. • Respond to questions about helpers they know. • Repeat vocabulary words. • Share observations during the picture walk. • Practice using sentence frames with teacher support. • Listen to the instructions for the small group activity. <p>Small Groups:</p> <ul style="list-style-type: none"> • Work together to match helper cards with tools and workplaces. • Talk about the roles using vocabulary words. • Ask peers questions and share ideas "Does a dentist use this?". • Use sentence frames while playing "I am a ___, I help by ___"
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	<p>“How do you know these go together?”, “What does this tool help the helper do?”</p> <ul style="list-style-type: none"> ● Support vocabulary use: “Say: ‘A police officer has a badge.’ Can you try?” ● Support role-play by modeling language: “I’m the doctor. I help people feel better.” “I’m the chef. I cook food for the community.” 	
<p>3. Differentiation</p> <ul style="list-style-type: none"> ● <i>Be specific and detailed in your description.</i> ● <i>How will you modify this activity for learners with different learning styles and/or special needs using UDL</i> ● <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>Visual/Spatial Learners</p> <ul style="list-style-type: none"> ● provide large community helper, posters with bold outlines ● Incorporate color coated helper cards (red = doctor , blue = dentist, orange= construction worker etc) ● Displaying real photographs of helpers, their tools and places they work ● Points and gesture to help our tools in the book while explaining their job <p>Kinesthetic/Tactile Learners</p> <ul style="list-style-type: none"> ● Provide real or pretend tools so children can hold and explore them ● Offer sensory versions of the different materials (textured building pieces, soft mail envelopes, foam tools, etc.) ● Allow movement when acting out helper jobs from the book ● Encourage touching, sorting and manipulating helper cards, and tool places <p>Linguistic/Auditory Learners</p>	<p>Visual/Spatial Learners</p> <ul style="list-style-type: none"> ● look at posters and photos of helpers while listening to the book ● Match helper cards to pictures in the book ● Scan pages to find tools and help our uniforms ● Pointed tools or helpers when the teacher names them <p>Kinesthetic/Tactile Learners</p> <ul style="list-style-type: none"> ● Hold and explore tools while listening to the book ● Sort helpers and tools into groups ● Act out helper, movements, and job <p>Linguistic/Auditory Learners</p> <ul style="list-style-type: none"> ● Repeat vocabulary words ● Answer questions, verbally or with the picture cues ● Use given sentence frames to describe what helpers do ● Talk to peers about their favorite helper from the

	<ul style="list-style-type: none"> ● Model clear helper, and two vocabulary words ● Use repetition and key language from the book ● Ask guiding questions to support language “who helps us when our teeth hurt?” “ who puts out fires” etc. ● Provide sentence frames “the ___ help us___” <p>Special Needs/ IEP Learners</p> <ul style="list-style-type: none"> ● Breakdown steps into a smaller parts (first identify helper, then match the tool, lastly name what they do) ● Use handover hand guidance when appropriate ● Reduce the number of choices ● Provide visual cue cards ● Offer extra processing time and repeat directions in a short and simple language for understanding 	<p>book and helpers they know from their own experience</p> <p>Special Needs/ IEP Learners</p> <ul style="list-style-type: none"> ● Choose between two helpers at a time ● Complete one step at a time ● Use picture cards to communicate answers ● Gesture or police cards to show understanding, even if it’s not verbal ● Participate with physical, modeling and support as needed
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<p>4. Reflection</p> <ul style="list-style-type: none"> • <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i> 	<p>During the reflection time, the teacher will bring the children together and provide opportunities for them to respond and reflect on what they learned from the in our community book. The teacher will revisit the few pages, and points of the different helpers and tools while asking open and reflection questions, such as “which helper was your favorite and why?”, or “what tools did we use today and how does it help the community?”. To support children’s expressive language, the teacher will provide sentence starters such as “I learned that” or my favorite was”. The teacher can also have a display of the community helpers to encourage children to talk about their choices and model, positive listening skills and helping children take turns speaking with each other.</p>	<p>During this reflection, students will share their favorite community helper by pointing to a picture and holding up a tool card. They will use words and phrases from the activity that the teacher had modeled for them. They will use the sentence frames to describe what they learned and what they had experienced. Students will compare helpers, listen to peers and make those real life connections like seeing a doctor last week or seeing a chef make them a meal. They will have the opportunity to share their projects or tool choices and explain why they matched it. There will also be a chance for students to clean up and return their materials to their proper places showing responsibility and closure.</p>
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DOMAINS: GROWTH AND LEARNING

How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.

Cognitive	This activity supports cognitive development by helping children identify, match, and categorize information about community helpers, their tools and the places they work. As children make those connections between helpers and the different ways they support their community, they are strengthening their early problem-solving, reasoning, and organization of information. When children decide which tools match a dentist or which building belongs to a firefighter, they are using memory, critical thinking, and early classification skills. They also developed symbolic thinking as they use pictures and props to represent the real world occupations they see around them.
Physical	Children strengthen fine motor skills by manipulating tool cars, turning pages in a book, stacking blocks and placing materials and designated spots during matching tasks. Using pretend tools, touching, textured cards and building show small structures, supports hands, eye coordination, and bilateral coordination. Opportunities for movement like acting out job support, gross motors, development, balance, and body awareness in spaces.
Social	The activity encourages children to work cooperatively, share materials, and engage in turn-taking as they explore different helpers together. When children discuss which helper they want to be or which ones they have seen in their community, they practice negotiation, cooperation, and pure interaction skills. They learned about real people in their neighborhoods, which builds awareness of the roles others play in society and helps them recognize community responsibilities.
Emotional	Learning about community helpers promotes a sense of safety, trust and belonging because children see real people who help them in everyday life. Talking about helpers can also reduce some anxiety around those experiences by making them more familiar and learning about how they can help them. Reflecting on favorite helpers and choosing which role they would want to explore more allows children to build confidence and express feelings in a safe environment. Sharing these ideals, can help children develop pride and self positive esteem in their development.
Language and Literacy	This activity supports language development by encouraging children to listen to the read- aloud and learn new vocabulary words. They also practice expressive language through structured questions and sentence frames that are modeled by the teacher. Repeating these new terms helps develop word recognition and oral language skills. When children describe what they see in a book or explain their choices during reflection, they practice narrative, skills, vocabulary building, and early literacy behavior, such as discussing characters, settings, and purpose.

	List 5 target vocabulary words: Community-Helper-Tools-Safety-Team
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STANDARD(S)	
<i>Be specific—choose those standards that are actually targeted by this learning activity</i>	
PK.PDH.2. Uses sensory information to plan and carry out movements	<ul style="list-style-type: none"> a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)
PK.PDH.3. Demonstrates coordination and control of large muscles	<ul style="list-style-type: none"> a. Displays an upright posture when standing or seated b. Maintains balance during sitting, standing, and movement activities
PK.SEL.1. Regulates responses to needs, feelings and events	<ul style="list-style-type: none"> a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	<ul style="list-style-type: none"> d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement. F. Identifies likes and dislikes, needs and wants, strengths and challenges
PK.SEL.4. Develops positive relationships with their peers	<ul style="list-style-type: none"> b. Interacts with other children (e.g., in play, conversation, etc.) c. Shares materials and toys with other children d. Sustains interactions by cooperating, helping, and suggesting new ideas for play e. Develops friendship with one or more peers f. Offers support to another child or shows concern when a peer appears distressed
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	<ul style="list-style-type: none"> b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)
PK.SEL.6. Understands and follows routines and rules	<ul style="list-style-type: none"> a. Displays an understanding of the purpose of rules b. Engages easily in routine activities (e.g., story time, snack time, circle time) c. Uses materials purposefully, safely and respectfully as set by group rules
PK.AC.1. Demonstrates motivation to communicate	<ul style="list-style-type: none"> a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions

	<p>c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)</p> <p>d. Initiates and extends conversations, both verbally and nonverbally</p> <p>e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)</p>
PK.AC.2. Demonstrates they are building background knowledge	<p>a. Asks questions related to an item, event or experience</p> <p>b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them</p> <p>c. Attempts to use new vocabulary correctly</p> <p>d. Makes comparisons to words and concepts</p>
PK.AC.3 Demonstrates understanding of what is observed	<p>a. Uses vocabulary relevant to observations</p> <p>b. Asks questions related to visual text and observations</p> <p>c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults</p>
PK.AC.4. Demonstrates a growing receptive vocabulary	<p>a. Understands and follows spoken directions</p> <p>b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p> <p>c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)</p> <p>d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	<p>a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations</p> <p>b. Increasingly uses more complex words in conversations</p> <p>c. Uses new and rare words introduced by adults or peers</p> <p>d. Begins to use appropriate volume and speed so that the spoken message is understood</p> <p>e. Initiates conversations about a book, situation, event or print in the environment</p>

<p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p>	<p>a. Uses facial expressions, body language, gestures, or sign language to express ideas b. Uses existing objects to represent desired or imagined objects in play or other purposeful way d. Reviews and reflects on their own representations</p>
<p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text</p>	<p>(e.g., during whole or small group interactive readaloud discussions, during peer sharing, within play scenarios</p>
<p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator 17 Domain 4 Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p>	
<p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p>	<p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others</p>
<p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p>	

PK.ELAL.21. [PKSL.3] Identifies the speaker	
<p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p>	
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	b. Describes how each person is unique and important
PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	b. Describes own community and/or cultural group
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	<p>a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs)</p> <p>b. Recognizes that people depend on community helpers to provide goods and services</p> <p>c. Identifies the tools and equipment that correspond to various roles and jobs</p> <p>d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community</p>
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	a. Identifies features of own home and familiar places


AUTHENTIC ASSESSMENT

Assessment:

What will you do to gather evidence to assess each child's developmental progress?

1. *How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?*
2. *Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*
3. *State how your assessment activity is connected to the Big Ideas, Overarching Questions, and Content/language objectives.*

To assess each child's development progress during this in our community learning experience, I will gather evidence through observation, documentation of students responses, and work samples. As children participate in discussion and activities, I will record their verbal responses, note the ability to identify community helpers and tools. I will listen to vocabulary use, noting whether children can use target words in a sentence frame. I will determine whether individual children are understanding the big ideas and exploring the overarching questions by examining how they communicate what a community helper is and how they help others. Children who can correctly identify the tools and identify rules and responsibilities, or even share ideas about how to help or support the community will show the progress that I am looking for. For children who may not use words, I will assess through observing what children are gesturing, and how they are acting out, helper rules, using props. The big idea centers on the understanding of how different people help our community, so this assessment directly supports the content and language objectives by measuring children's ability to identify helpers, describe their work and use new vocabulary in context. This assessment is connected to the learning goals because he uses multiple forms of evidence which will show whether children are understanding, community roles, and meaningful ways. The assessment allows me to evaluate progress and language development, cognitive understanding of matching and categorization and social participation during the group reflection. By observing and documenting these behaviors, I can determine who may need additional support and who is ready for extension activities.

<p>TECH LINK or Screenshot: include the link to the previous week's work here</p>	 <p>file:///Users/ashleymaldonado/Downloads/Community%20Helpers%20Build.pdf</p>
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Activity Lesson Plan

<p>Teacher Name: Ashley Maldonado Topic/Theme of Lesson:Community Helpers: How Do Doctors Keep us Healthy Content Area: Science Grade Level: Pre-School Length:1 Day</p>	
<p>OVERVIEW/FRAMING</p>	
<p>1. TOPIC/THEME</p> <ul style="list-style-type: none"> <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>This activity is developmentally appropriate for preschoolers because young children are learning about their bodies, germs, and cause-and-effect situations. The pepper and soap experiment to give some hands on way to see how soap removes germs. And the majority of children learn best through play, sensory exploration, and observation. It is culturally appropriate because all children regardless of background interact with these helpers who keep them healthy. Using familiar materials during this activity is accessible and meaningful for all families. This topic connects to a whole experience of staying clean and safe while respecting the children who have different experiences with doctors..</p>
<p>2. BIG IDEAS/OVERARCHING QUESTIONS</p>	<p>Big Ideas: Doctors help keep our bodies, healthy Soap removes germs to keep us safe</p>

<ul style="list-style-type: none"> • <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> 	<p>Make new connections between what they see in the experiment and their own routine Begin to understand causes, and effect Overarching Questions: What do doctors do to help us stay healthy? What are germs and why do we want to wash them away? What happens when we use soap? How does washing our hands keep our bodies safe? Why is staying clean important?</p>
<p>3. CONTENT FOCUS:</p> <ul style="list-style-type: none"> • <i>Highlight the content area(s) that will be addressed in this activity</i> 	<p>Arts Creativity/Play Music Movement/Dance Emergent Literacy Mathematics Science Social Studies</p>
<p>4. LANGUAGE AND CONTENT OBJECTIVES:</p> <ul style="list-style-type: none"> • <i>Include an objective for each.</i> • <i>Think about the content, the subject you teach, or the WHAT.</i> • <i>Think about the language you need students to have or the HOW you will teach</i> 	<p>Content Objective: Children will observe how soap affects germs in water and explain that soap helps remove those germs from our hands to keep us healthy, just like doctors teach us. Language Objective: Children will use simple vocabulary words, such as germs, soap, clean, healthy, and doctor to describe what they see happening during the experiment and be able to infer what will happen. They will also be able to answer questions such as, “ what did the soap do,” “what will happen to the germs?” and “why do we wash our hands?”</p>

<p style="text-align: center;">KNOWING THE LEARNERS</p>	
<p>1. AGE RANGE:</p> <ul style="list-style-type: none"> • <i>chronological age in years and months</i> 	<p>3 years ,0 months - 5 years, 11 months</p>
<p>2. CURRENT DEVELOPMENT:</p> <ul style="list-style-type: none"> • <i>What do you know about the current growth of learners in this age range for the content focus?</i> • <i>What misunderstandings might children in this age range have about the</i> 	<p>At this preschool level, children are developing basic scientific thinking, and beginning to understand cause-and-effect relationships. They notice what happens when they try things and use their senses and minds to observe things. In this activity, children at this age can see and talk about how the pepper moves when soap touches the water. They also have the opportunity to infer what they think would happen and make a prediction of what can happen. They are expanding their vocabulary in building language skills as they describe, predict the actions and outcomes. There are misunderstandings about</p>

<p><i>topic/content, and how do you plan to address this?</i></p>	<p>germs and health. Young children may think germs are visible things like pepper or they might not fully understand that germs are tiny and can make us sick. Some children may also think that water alone can remove the germs. During the activity, they might not connect the germs to the pepper. They might just only think about pepper and not the imaginative part of pepper portraying the germs. To address these misunderstandings, I would use simple explanations to real life and make sure to reinforce vocabulary relating to the experiment.</p>
<p>3. SOCIO-CULTURAL CONTEXT:</p> <ul style="list-style-type: none"> • <i>What do you know about this group of children regarding their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i> 	<p>all classrooms have children that come from diverse backgrounds, and that shapes the way they understand health, hygiene, and community helpers such as a doctor. Some children may have frequent experiences with healthcare professionals, while others may have limited and different types of experiences, depending on the family's practices and beliefs about health. Children may also use different home languages so the vocabulary words that they will be learning about will be interpreted differently. The children can also demonstrate a variety of learning skills. Some will learn best through this hands-on exploration. Others will learn better from visual demonstration or ritual conversation and language. Because there are so many differences throughout the learning, the activity uses universal materials . An experiment that is highly visual with different sensory components, supports the understanding, regardless of the language level or background knowledge. By connecting the experiment to a universal routine, it ensures the lesson is meaningful and accessible to all learners while honoring diverse experiences.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>	
<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>What materials will you need to teach this activity?</i> • <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i> 	<p>Materials</p> <ul style="list-style-type: none"> • Small plates • Warm water • Ground pepper • Liquid soap • Paper towels • Small cups • Trash Bin • Extra Cloths • Disinfecting Wipes

	<p>For Teaching & Launch</p> <ul style="list-style-type: none"> ● Chart paper or whiteboard ● Visuals of doctors, handwashing, and germs ● Vocabulary cards: germs, soap, clean, doctor, healthy ● <i>Book Title: People Who Keep Us Healthy Author: Janet Preus/Charlotte Cooke Dan Crisp</i>
<p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> ● <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i> 	<p>To support this activity, the classroom will be arranged to enter safety and meaningful engagement for all learners. The meeting area will be used to introduce the experiment, display visuals of doctors and handwashing to review the vocabulary. The science/discovery area will be prepared with the materials, so children can observe the demonstration up closer and take turns participating. The space will be modified to promote easy movement and easy cleanup. Towels, paper, towel, towels, and cleanup. Materials will be up nearby. Children will be able to work in small groups and additional plates will be set up at different tables to reduce crowding and allow each child to have a chance. Each center will have Dr. themes included. The dramatic place center will have Dr. props and tools that are related to how doctors work. And the art center will also have an our project or art coloring that is based on how doctors keep us healthy.</p>

THE LESSON	Teacher does:	Students do:
<p>1. Introduction <i>List the step-by-step procedures.</i></p> <ul style="list-style-type: none"> ● <i>How will you engage the children in this learning experience?</i> 	<ul style="list-style-type: none"> ● <i>Gather children in the meeting area and show pictures of doctors, handwashing, and germs.</i> ● <i>Say: "Today we're learning how doctors help keep us healthy. One way is by</i> 	<ul style="list-style-type: none"> ● <i>Sit in the meeting area and look at the pictures the teacher shows.</i> ● <i>Share ideas and experiences about</i>

<ul style="list-style-type: none"> ● 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? ● Small Groups and Whole Groups? 	<p>washing germs off our hands. We're going to do a science experiment to see what germs do when they meet soap!"</p> <ul style="list-style-type: none"> ● Introduce vocabulary with visuals ● Ask guiding questions: "What do you think germs are?", "How do we keep our hands clean?" ● Show the bowl of water and pepper and say: "This pepper will be our pretend germs. Let's see what happens when we add soap." 	<p>doctors, cleanliness, and germs.</p> <ul style="list-style-type: none"> ● Repeat vocabulary words with the teacher. ● Answer simple questions. ● Observe the materials and make predictions
<p>2. The activity List the step-by-step procedures.</p> <ul style="list-style-type: none"> ● What will the children be doing? ● What will you say or do to facilitate and scaffold their learning? ● Small Groups and Whole Groups? ● Be specific and detailed in your description. 	<ul style="list-style-type: none"> ● Fill a bowl with warm water and sprinkle pepper on top. ● Say: "These are our pretend germs. Watch what happens when I put my finger in with no soap."..... ● Ask: "what will happen if i put my finger in the germs with no soap?" ● Dip a clean finger, no change happens. ● Then, put soap on a finger and say: "what do you think will happen to the germs when we add soap, just like when we wash our hands." ● Dip the soapy finger into the water and allow children to observe the pepper move away. ● Ask questions: "What happened?", "Why do you think the pepper moved away?", "How does this help doctors keep us healthy?" 	<ul style="list-style-type: none"> ● Watch carefully as the teacher demonstrates each step. ● Make predictions ● Comment on what they observe: "It moved!", "It ran away!" ● Answer questions about what the soap did and why. ● In small groups, take turns sprinkling pepper and adding soap. ● Practice using vocabulary ● Make real-life connections

	<ul style="list-style-type: none"> ● Invite small groups to try the experiment at the science table. ● Reinforce vocabulary during the activity 	
<p>3. Differentiation</p> <ul style="list-style-type: none"> ● <i>Be specific and detailed in your description.</i> ● <i>How will you modify this activity for learners with different learning styles and/or special needs using UDL</i> ● <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>Visual/Spatial Learners</p> <ul style="list-style-type: none"> ● Provide photos of doctors, germs, soap, and handwashing. ● Use clear visuals showing the steps of the experiment . ● Point and gesture to each material while naming them. <p>Kinesthetic/Tactile Learners</p> <ul style="list-style-type: none"> ● Allow children to touch and explore materials: pepper, water, soap. ● Provide tools like cotton swabs, gloves, small bowls, and squeeze soap bottles to manipulate. ● Invite children to dip fingers, sprinkle pepper, and act out handwashing motions. <p>Linguistic/Auditory Learners</p> <ul style="list-style-type: none"> ● Model vocabulary clearly ● Repeat key phrases: “Soap washes germs away.” ● Ask guiding questions: “What did the soap do?”, “How does soap help doctors keep us healthy?” ● Provide sentence frames: “The soap makes the germs ___.”, “Doctors help us stay ___.” <p>Special Needs / IEP Learners</p> <ul style="list-style-type: none"> ● Break the task into small steps: “First...Then.. Next...” 	<p>Visual/Spatial Learners</p> <ul style="list-style-type: none"> ● Look at posters, photos, and step cards during introduction. ● Watch closely as the pepper moves away when soap is added. ● Point to the materials or visuals when the teacher names them. <p>Kinesthetic/Tactile Learners</p> <ul style="list-style-type: none"> ● Sprinkle pepper into water, dip fingers (or tools) into soap, and observe the reaction. ● Touch and explore materials ● Act out handwashing movements. <p>Linguistic/Auditory Learners</p> <ul style="list-style-type: none"> ● Repeat vocabulary words aloud. ● Answer guiding questions verbally or with picture cards. ● Use sentence frames: “The soap made the germs

	<ul style="list-style-type: none"> ● Provide visual cue cards showing each step. ● show only one material at a time ● Offer hand-over-hand support if appropriate for sprinkling or dipping. ● Use short, simple directions and allow extra processing time. ● Provide alternatives for sensory-sensitive children 	<p>___.", "doctors keep us___."</p> <ul style="list-style-type: none"> ● Talk to peers about what they saw in the experiment. <p>Special Needs / IEP Learners</p> <ul style="list-style-type: none"> ● Choose between two materials at a time ● Complete one step at a time with visual or physical prompts. ● Use picture cards or gestures to communicate understanding. ● Participate with modeled support or guided assistance.
<p>4. Reflection</p> <ul style="list-style-type: none"> ● <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i> 	<p>As the activity wraps up, or gathers the children in the meeting area to revisit the materials and results of the experiment. I will then hold up the materials that were used asking the guided reflection question such as, "what did you notice when we added the soap?" And "why do doctors want us to wash our hands?" Visual support and gestures will be used to reinforce their understanding. This will give them the time to think about what the children observed, and to speak about those key vocabulary words. This whole activity connects to real life routines, like hand washing at a doctor visits, and it is important to visit the doctor and to take the advice the doctor gives us. I will then provide drawing materials to invite children to illustrate what happened in the experiment and allow them to share those pictures with the group. This reflection helps children process the experience, and express their thinking in multiple ways.</p>	

DOMAINS: GROWTH AND LEARNING
How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.

Cognitive	This activity strengthens children’s understanding of cause-and-effect as they observe how soap makes the germs move away. They practice predicting, observing and making simple explanations, which are early scientific thinking skills. They also built connections between the experiment and real life routine.
Physical	children developed fine motor skills as they sprinkle pepper, dip, one finger into the water, and handle materials with control. This experiment also gives children the opportunity to strengthen coordination through the step-by-step motions of washing hands.
Social	During this activity, children learn how to take turns, share materials, and participate in group discussions. They observe peers' reactions and ideas, which promotes cooperation and social interaction. Small group participation encourages teamwork and shared discovery as they do this experiment.
Emotional	This activity helps children feel confident and capable as they see a clear and exciting result from their actions. Children also gain knowledge about staying healthy, which is great to empower children to learn how to look out for themselves and others.
Language and Literacy	children learn and use new vocabulary. They have described what they observed and answer questions while listening to peers which supports expressive and receptive language skills. After reading the book as well, children build literacy connections through storytelling and informational text. And they’re also able to talk to each other while using the vocabulary and science vocabulary. ----- List 5 target vocabulary words: Germs – Clean – Soap – Healthy – Doctor

STANDARD(S) <i>Be specific—choose those standards that are actually targeted by this learning activity</i>	
PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the	

development of a new or improved object or tool	
PK.AC.4. Demonstrates a growing receptive vocabulary	<ul style="list-style-type: none"> a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world
PK.AC.5. Demonstrates a growing expressive vocabulary	<ul style="list-style-type: none"> b. Increasingly uses more complex words in conversations c. Uses new and rare words introduced by adults or peers e. Initiates conversations about a book, situation, event or print in the environment
PK.AC.3 Demonstrates understanding of what is observed	<ul style="list-style-type: none"> a. Uses vocabulary relevant to observations b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults
PK.AC.2. Demonstrates they are building background knowledge	<ul style="list-style-type: none"> a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly
PK.SEL.6. Understands and follows routines and rules	<ul style="list-style-type: none"> b. Engages easily in routine activities c. Uses materials purposefully, safely and respectfully as set by group rules
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	<ul style="list-style-type: none"> a. Seeks input from others about a problem b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)
PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	<ul style="list-style-type: none"> a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) b. Manipulates small object
PK.PDH.3. Demonstrates coordination and control of large muscles	<ul style="list-style-type: none"> a. Displays an upright posture when standing or seated b. Maintains balance during sitting, standing, and movement activities

<p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p>	<p>a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas c. Actively explores how things in the world work d. Investigates areas of interest f. Willingly engages in new experiences and activities</p>
<p>PK.AL.5. Demonstrates persistence.</p>	<p>a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task</p>

<p style="text-align: center;">AUTHENTIC ASSESSMENT</p>	
<p>Assessment: <i>What will you do to gather evidence to assess each child’s developmental progress?</i></p> <ol style="list-style-type: none"> 1. <i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i> 2. <i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i> 3. <i>State how your assessment activity is connected to the Big Ideas, Overarching Questions, and Content/language objectives.</i> 	<p>To gather evidence of each child’s developmental progress, I will observe and document children’s comments, actions and participation during the experiment. I will know how they respond to the overarching questions and big ideas. Their ability to describe what they observed, using no vocabulary will show the understanding of the language objective. Children may also draw a picture of what happened in the experiment or demonstrate proper handwashing. This visual and hands-on task gives additional evidence of their comprehension and ability to connect the activity to their real life routines. Children who do need that support, will get that one on one conversation or simplified questions to check understanding. I will determine whether students are understanding those big ideas by looking for statements or behaviors that show that they understand cause-and-effect. If I hear a child saying “the pepper moved because of the soap,” or if I notice children, pretending to wash their hands in the dramatic play center., those are all things that would help determine whether they are grasping those ideas. This assessment connects directly to the content objective and language objective by noticing that children are understanding how to remove germs, and how the doctors help us be healthy, and if they are using key vocabulary words to explain their thinking. Through observation, conversations and reenactment I will gather meaningful evidence about each child’s learning and whether they are exploring the questions in a developmentally appropriate way.</p>

<p>TECH LINK or Screenshot: include the link to the previous week's work here</p>	<p>https://u1.padletusercontent.com/uploads/padlet-uploads-usc1/4868417519/cdba3f5ad2c6f3d8846758be90a0fc8c/video.mp4?token=vaG1-0RMvDfZ4Q4U1rxMIdJKg0I_if2tH9W2lLtysVTRw pRgpzVcHPYh3pr-EYsAOZByXCG7lkvZ2uZB9tzsPMLY3aFiW99dd p5aqKYnRCXubthiJYi77_cmFA3TvnZrqmS8HEYFB5w_4kgkUI9Hm7J_Z049tWt7wHmVvORgRcl9PO6K19TU8VxdQuK4NlxqKo2EOgHNuz2GmPOy9xYsSEsmr7y5XrqsZVcRR8F-jUzDnEHfLlfsy3zhODombZlX</p>
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Describe the topic of your Focused Curriculum

The focused curriculum centers on community helpers, teaching children about the people who are in their community and how they keep them safe, healthy, and how they support each other. The goal of this curriculum is to help children understand the roles and responsibilities of these helpers and how they contribute to the community. Through discussions, hands-on activities, and play experiences. Children will learn how community helpers use tools, work together and solve problems. The curriculum also teaches children how they can build vocabulary, social awareness, and respect for others while making connections to children's everyday lives. This curriculum is designed for preschool age children, about the age of 3 to 5 years old. At this developmental stage, children are naturally curious about the world around them and they're beginning to understand these social roles and routines. Community helpers is a developmentally appropriate topic because at this age children are more exposed to these helpers in their neighborhoods and schools, making it more meaningful and engaging for them.

Implementation of Activity Plans

There's a specific order in which I would implement each activity plan so that learning from one day influences children's engagement the following day. I would begin with the math poster activity, which introduces shapes well, also emphasizing the importance of working together and as a team when building and creating something. This activity builds knowledge and collaboration skills to support the social studies activity plan, in which children are introduced to different community helpers and the tools they use. The book created for this activity includes tools designed in easy, identifiable shapes, allowing children to make connections between the math concepts learned previously, and the new social studies content. This also serves as an informal assessment as children's ability to recognize and name shapes and tools demonstrate their understanding from the period previous time. The social studies plan that introduces doctors and their role and keeping people healthy, which naturally leads into the final activity plan focused on how doctors keep us healthy. Ending the week with a hands-on experiment allows children to apply what they learned in an engaging, fun and meaningful way, reinforcing concepts through active participation and play.

Relationship of the Activity Plans

The three activity plans are connected by a shared focus on community helpers. Each activity builds up upon the previous one while reinforcing the same big ideas, such as

cooperation, responsibility, and helping others. The activities also support multiple domains of the development making sure that children are hitting those milestones and being assessed.

The activities are supported by what is known about development for children's age because young children learn best through hands-on experiences, repetition and social interactions with their peers. Preschoolers benefit from activities that allow them to explore concepts in concrete ways while also engaging their imagination. And each activity plan allows them to add their own details into their work. They're able to choose their own house, or they're able to choose a community helper that they would like to be when they're older, and they can also choose how they would like to do the experiment with their materials. The curriculum is made so that children could share their own personal experiences in their own communities which support their backgrounds. This approach validates children's self identity and promotes inclusion and representation.

Across all activity plans there are multiple ways for children to participate. There are visual aids, hands-on materials, and flexible grouping. This accommodation was made to support children with different learning styles, language, abilities, and developmental needs enduring that all children could engage meaningfully in the curriculum.

Strategies and Connections

The strategies and plan supports are appropriate because they align with how young children learn, which is through play, exploration and social interaction. Strategies such as modeling, open-ended, questioning, visual, supports, and hands-on materials support the whole class while allowing teachers to scaffold learning for individuals or small groups. These supports are beneficial to children with special needs as they provide structure and multiple ways they can learn. Integrating the curriculum is crucial in early childhood development because young children do not learn in isolation. By integrating math, social studies, and science into the community helpers theme, children are able to make those connections and deepen their understanding. This learning style helps children connect and support their engagement and comprehension.

Assessment

To make an authentic assessment, evidence will be gathered throughout all three activity plans through observations, anecdotal, notes, conversations, artwork, and participation. I will make sure to observe how children use the vocabulary. They are learning and their ability to explain roles and tools, I will also notice how their engagement is during their activities and if they need more support. I would also send home a small homework assignment that doesn't have to be perfect, but it still can show what they're learning and how they're talking about it with their families and how they speak about it in their own household. These assessments can reflect children's learning and natural contents and provide meaningful insight into their development progress across the domains.

Conclusion

Creating a curriculum around community helpers felt meaningful. It does require careful planning to ensure that the activities are connected to one another. There were also many community helpers to teach children so it would probably have to be a longer curriculum for this specific theme. Having one theme did make it more accessible and cohesive with planning and creating these activities instead of planning different themes and different targets. It was nice to pick a theme that helped clarify their learning goals and strengths in their engagement and support the children's understanding. It was a good experience to create something intentional and developmentally appropriate in early childhood education.

