

Activity Plan

Designed by: Ashley Orozco

OVERVIEW/FRAMING									
This Activity Plan is part of a larger Learning Experience Unit on: Animals									
<p>TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i></p>	<p>This study matters because animals make up a large part of the world. It is important to the children's life because an animal's habitat in today's world is being negatively affected due to humans so it is crucial, we learn of its importance and how to protect it. It would be interesting to learn that not all animals can survive in another animals' habitat. Children will also be able to learn what makes animals different or the same from each other through characteristics such as number of legs, fur, claws, etc. They will compare and contrast an animal's features, needs, behaviors, and living environment to their own.</p>								
<p>BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<p>How animals survive in their habitat? What does a habitat consist of?</p> <p>Essential Question: What makes a good home for an animal? Goal: Students will understand animals and the habitat they belong in. Objective: Students will be able to explore and discover the various habitats that animals live in, how habitats change during the year, how animals adapt in their habitats to survive.</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Visual Arts</td> <td style="width: 25%;">Music</td> <td style="width: 25%;">Movement/Dance</td> <td style="width: 25%;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td>Science</td> <td>Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
Visual Arts	Music	Movement/Dance	Drama						
Emergent Literacy	Mathematics	Science	Social Studies						

KNOWING THE LEARNERS	
AGE RANGE:	Pre-K
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children in pre-k are learning to further develop their skills (cognitive, motor, social). Children are able to do things on their own and get a grasp of the concept of responsibility.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children may have trouble understanding that not all animals can live or survive in each other's habitats or that they do not all share traits or characteristics.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	Children in this school have a high percentage of being Asian. 9% are English Language Learners. Dual Language classes are available in Chinese.

backgrounds, learning styles, languages spoken, and learning experiences to date?!

MATERIALS & LEARNING ENVIRONMENT PREPARATION

MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p><i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>List all materials, including any used during the launch/reflection.</i></p>	<p><i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>Building blocks, scissors, clay, craft paper, tape, animal figures, ruler</p>	<p>Art Center: The art center will have all the crafting materials for the children to use to outline their zoo.</p> <p>Block Center: The block center will have toys such as animal figures and blocks to build their zoo.</p>	<p>Zoo Field Trip: We will go to our local zoo to explore different kinds of habitats</p> <p>Library Center: Books that relate to the habitats of animals. Which can include the ocean, jungle, mountains, Arctic, and more.</p>

THE LEARNING EXPERIENCE

		Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>
<p>The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>Whole Group: <i>Define and discuss: Habitats and the different types of habitats</i></p> <p>Read Aloud: “Listen to Our World” by Bill Martin and Michael Sampson</p> <p>Poem: Habitats by Meish Goldish</p>	<p>Naturalist Intelligence – Learn about animal environments/habitats</p> <p>Linguistic Intelligence – Children explain their zoo</p>	<p>For EELL/ENL students, use animal labels in their native language</p> <p>Have the opportunity to work in pairs to help one another</p>

^{1*} Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

<p>The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p>	<p>Small/Teacher Group: Children will play using a variety of animal figures/puppet animals (created by clay or paper) and blocks to create their own zoo.</p> <ol style="list-style-type: none"> 1. Supply each child with clay 2. Have children make as many animal figures as possible 3. Cut a large piece of craft paper and tape it to the floor 4. Have children draw an outline of their zoo on the paper using sharpies and rulers 5. Use building blocks to create a zoo layout too 6. Sort the animals into a space created 		
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>Children will get to show off or present their zoos. They can share how and why they designed their zoo the way they did.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Students can pair up with another student to compare their zoos. They will discuss what they habitat or animal they did not include.</p>		

GROWTH AND LEARNING

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

Cognitive/thinking	Students will identify animals and what habitats they belong in
Physical	Students will use their fine motor skills to use scissors, write, and shape clay.
Social/emotional	Learn to take turns to explain their work(zoo) as well as share working space with other students.
Language/literacy	Read aloud of the selected book will discuss some of the animals they saw mentioned in the book. As well as describe the habitats that they are found in.

	List 3-5 target vocabulary words: Habitat, survival, different
Content Area(s)	Visual Arts, Mathematics, Science, Literacy

STANDARDS/GOALS	
<i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i>	
Domain 1: Approaches to Learning	1. Actively and confidently engages in play as a means of exploration and learning. a) Interacts with a variety of materials through play.
Domain 2: Physical Development and Health	5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. c) Use materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.
Domain 3: Social and Emotional Development	4. Develops positive relationships with their peers. c) Shares materials and toys with other children.
Domain 4: Communication, Language, and Literacy	1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for storytelling, singing or finger plays.
Domain 5: Cognition and Knowledge of the World	5. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i>	Activity Reflection: At the end of the activity, I would take the time to ask children about how they felt as they were making their own animals and zoo. I would also ask them how they came to their decision to their zoo layout and which animal goes in what habitat.

^{2*} For CCLS, please go to the following URL:

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

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

POST-ACTIVITY REFLECTION^{3*}

What aspects of this activity seemed to be most successful in supporting the children's growth and learning?
What, if any, surprises were there?
What, if any, challenges were there?
Record the results of your authentic assessment activity.
How would you modify this activity the next time to make it more successful?

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