

# Activity Plan

Designed by: Ashley Reyes

Curriculum Topic: Fall season/ Falling leaves

OVERVIEW/FRAMING				
<b>TOPIC</b> <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The falling leaves activity allows young children to express on what they know about leaves , using their hands , movements on what they see, what they feel when they pick up the leaves from the ground , what they hear when they crumble the leaves. It also gives an opportunity for students to work together and learn new things together.			
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/ or what new connections and ideas will be engaged through this activity?</i>	What colors do you see on the leaves? What do you feel when you touch the leaves? What do you hear when you crumble the leaves? How does the weather impact leaves in fall ? Why do you think the leaves fall down during autumn ?			
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	* -Visual Arts *-Emergent Literacy	Music Mathematics	* -Movement/Dance *- Science	Drama Social Studies

KNOWING THE LEARNERS	
AGE RANGE: 3-5	

<p><b>CURRENT DEVELOPMENT:</b>  <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>The students communicate with others, they use their consistency of various social interactions and their full attention. I will be able to see their full potential in this activity. The students will be able to see different types of new creative ideas that they can use and learn about. Using their senses and movements.</p>
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Some children at a young age may have difficulties understanding new ideas when it comes to something they never learn before. It is important to teach the children so they can know how use the abilities on activities. As a teacher for 3-5 students I always expect my students to engage in the activity using their own knowledge and ideas.</p>
<p><b>SOCIO-CULTURAL CONTEXT:</b>  <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date? *</i></p>	<p>In this activity the students will enjoy their learning, while communicating with others, and learning about the topic. This activity is for the students in the classroom who speak a different language to be able to communicate with others and share their ideas.</p>

**\* Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.**

## MATERIALS & LEARNING ENVIRONMENT PREPARATION

<p style="text-align: center;"><b>MATERIALS</b></p> <p><i>What materials will you need to teach this activity?</i></p> <p><i>List <b>all books (title and author) and materials</b>, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i></p>	<p style="text-align: center;"><b>LEARNING ENVIRONMENT</b></p> <p><i>What modifications will you need to make to the classroom to support this activity?</i></p> <p><i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i></p> <p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	<p style="text-align: center;"><b>EVENTS/RESOURCES</b></p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <p><i>Think about special activities, such as field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i></p>
--	---	---

1. Leaves from the outside 2. Having fall colors , Red, orange , yellow 3. paint/ crayons 4. Construction paper 5. Microscope 6. Sensory fall table	1. We take a nature walk outside and pick up leaves from the ground 2. Pick out paint fall colors red, yellow, orange 3. Paste the leaf on a white paper and paint over the leaves to make the shapes of the leaf , with the color they choose. 4. Left over leaves they will use a microscope to see the texture of the leaf , the lines they have on the leaf	I will show the children how different leaves they are and different colors they have on the leaves, and they each have a different names. Students can communicate with one another to learn and share ideas
--	--	---

<b>THE LEARNING EXPERIENCE</b>	<b>Multimodal Engagement</b> <i>Identify and explain how this activity provides opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i>	<b>Differentiation</b> <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i>
--------------------------------	---	---

<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>I would begin My activity by teaching my students throughout the week about the different types of leaves and colors that come during the fall. We will read the book called “ Fall leaves fall “ by Zoe Hall. We will also dance to the song “ All the leaves are falling down “ , they can sing and dance to the song. Then, I would ask the students what they learned so far and what they liked the most about what they read and listened to. I would let the student’s ask me questions as well and I would ask them questions.</p>	<p>-Interpersonal: In this part of the activity students will be communicating with each other</p> <p>Music- children will be dancing and singing to the fall music learning about the fall leaves</p>	<p>To modify this activity for all children with different learning styles and needs I would review all abilities in the outside world. I would review their vocabularies and language. This activity gives children an opportunity share their ideas and by doing that they can communicate with another , learning from their classmates.</p>
<p><b>The activity</b>  <b><i>What will the children be doing?</i></b>  <i>List the procedure step-by-step. What will you say or do to support their process?</i></p> <p><b><i>Remember:</i></b> <i>This should be a creative, experiential, and hands-on learning activity. The children should be <b>actively</b> engaged in learning through play and exploration.</i></p>	<ol style="list-style-type: none"> <li>1. First I will take the children on a nature walk to pick up the leaves from the ground</li> <li>2. I will read them a fall book</li> <li>3. Ask them questions about the fall season</li> <li>4. Sit them down on the table with 4 kids at a table</li> <li>5. Set a white paper on each kids side and put 3 fall color paint on each table for them to share</li> <li>6. Set out the leaves and let them pick out the leaves they want to use to paint over and let them choose the color they want to use</li> <li>7. As they paint they will take off the leaf and see the shape of the leaf they painted</li> </ol>	<p>-Auditory: In this part of the activity the students will share with each other what they came up with.</p>	

<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	The opportunities will give the children to respond to and reflect to all the questions they have to ask, let them share their ideas with each other.		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	To build on this activity the students can talk about the fall seasons and share what they learned with others.		

## **GROWTH AND LEARNING**

*How will this learning experience support the children's growth and learning be in the following domains?  
Use your knowledge of child development and milestones and the theories of child development you have studied.*

### **Cognitive/thinking**

This activity builds a child's thinking and problem solving because they are learning about the fall seasons and they have to use their imagination to think about what they felt, heard and see.

### **Physical**

These movements help the children with their gross motor development. They will be standing most of the time touching and feeling the leaves , hearing the leaves when they crumble up the leaves. They will also be using their hands as they do the activity.

### **Social/emotional**

I will be able to see how the kids react in the activity, seeing their feelings and the way they communicate with their classmates and also the way they ask questions and answer them. The kids will enjoy this fun activity.

<b>Language/literacy</b>	The kids will answer questions about the activity, and they will interact with their classmates as well as me. Learning new vocabulary and languages
	<b>List 5-10 target vocabulary words</b> <b>Harvest, Haybale, Cornucopia, pilgrim, orchard</b> <i>(Remember: These should be <b>challenging</b> vocabulary words, not common words that the children should already know. You want to <b>increase</b> their vocabulary.)</i>
<b>Creative Arts</b>	This activity brings creative to the table for the students because they are thinking on why do the leaves fall only during the fall season , wondering why it changes colors and more.

<b>STANDARDS/GOALS</b> <i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity?  Be specific—choose those standards that are <b>actually targeted</b> by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?</i>	
Domain 1: Approaches to Learning	1. Identifies a problem and tries to solve it independently 2. Innovative talking



Domain 2: Physical Development and Health	Maintaining there balance when standing and drawing, painting
Domain 3: Social and Emotional Development	Express feelings, needs to others
Domain 4: Communication, Language, and Literacy	Share ideas with their classmates, ask questions and answer them
Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	The students will learn new vocabulary , learn new ideas, have the ability to participate in the activity

### AUTHENTIC ASSESSMENT

*What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?*

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

*Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*

In this activity I will to determine the children are getting the big ideas by asking questions and answering the questions. Sharing their ideas with others , communicating to learn more .

### POST-ACTIVITY REFLECTION\*\*

<i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i>	The student's enjoyed this entire activity. It was a fun learning this activity engagement. Engaging with their peers, communicating , sharing their ideas. Asking and answering their questions
<i>What surprises might there be?</i>	What surprised me is when the way the students engaged with each other and having communication with no problem
<i>What challenges do you envision in implementing this actiity?</i>	The challenge I implementing as a teacher is how to encourage students to create their own works.
<i>How might you modify this activity the next time to make it more successful?</i>	To modify this activity is to ask more challenge questions to the students

**\*\*You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.**