

## Activity Plan

**Designed by: Austin Huang**  
**Curriculum Topic: The 5 Senses**

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>	This activity is developmentally and culturally appropriate because it helps build upon communication skills (social and emotional development) and involves every child in the classroom.
<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>	How will children be able to identify different types of flowers?  Life Science: Children are learning about flowers found in nature. They are also learning about the anatomy of a flower (stem, roots.)
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	Science

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	3-4 years
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children in this age range are just learning how to talk and follow directions.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Some children may have trouble describing what they see in the flower. I plan to address this by having the teacher aid them through gestures (the teacher can use hand motions to describe a flower.)
<b>SOCIO-CULTURAL CONTEXT:</b> <i>What do you know about this group of children in terms of their culture</i>	The social-cultural context behind this class is that most children are either white or African-American. Most of the children are also just starting to talk. English is their first language spoken.

backgrounds, learning styles, languages are spoken, and learning experiences to date?<sup>1\*</sup>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity? List <b>all books and materials</b>, including any used during the launch/reflection and during set up and clean up</i>	<i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
<hr/> <ul style="list-style-type: none"><li>• 3 sunflowers</li><li>• 3 roses</li><li>• 3 daisies</li><li>• 3 tulips</li><li>• 3 irises</li></ul>	<hr/> <ul style="list-style-type: none"><li>• Have children in groups of 3</li><li>• Have a teacher in each group</li></ul>	<hr/> <ul style="list-style-type: none"><li>• Have the teachers in the classroom informed the day before to prepare for the activity.</li></ul>

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<sup>1\*</sup> Note: You are designing this activity for the three children observed for your Student Profiles assignment.

THE LEARNING EXPERIENCE	
<p><b>The launch</b>  <i>How will you engage the children in this learning experience? 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?</i></p>	<p>The teachers and the children will visit a local botanic garden and look at the available flowers. The teacher can ask the children to see if they know the names of the flowers.</p>
<p><b>The activity</b>  <i>List the step-by-step procedures. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>The teachers will hand each group of children 5 different types of flowers. The children can touch, look at, and smell each flower. Children can talk to each other and the teacher about what they see/smelt/felt. They can point to various parts of the plant and point out the name of that part "That is the stem, that is the petal."</p> <p>Children are using their sight sense to see the flower and all of its parts, they are using their smell sense to figure out what different flowers smell like, and they are using their touch sense to feel the different parts of the flower.</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 teacher and the children can all gather in the meeting area and discuss what they learned. They can ask questions about what flowers they say and which one is their favorite.
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	Have the children do another activity involving flowers (planting different types of flowers in a local garden.)
<b>Multimodal Engagement</b> <i>Identify and explain how this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	<ul style="list-style-type: none"> <li>• Tactile (children are touching and manipulating the blocks)</li> <li>• Visual (children are looking at the flower and its parts)</li> </ul>
<b>Differentiation</b> <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	<ul style="list-style-type: none"> <li>• Have the teacher give the students fewer flowers or 2 of the same flower.</li> </ul>

### 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.*

<b>Cognitive/thinking</b>	Children are figuring out what the flower looks/smells/feels like.
<b>Physical</b>	Children are touching the parts of the flower and smelling them.
<b>Social/emotional</b>	Children are talking to their peers and the teachers about what they see/smell/feel.
<b>Language/literacy</b>	<p>Learn new words regarding color, length, and scent.</p> <hr/> <p>List 10-15 target vocabulary words: flower, stem, root, smell, color, pointy, sharp, petal, seed, blossom.</p>
<b>Content Area(s)</b>	Life science, environment science

<b>STANDARDS/GOALS</b> <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are <b>targeted</b> by this learning activity (e.g., can development regarding the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
<b>Domain 1:</b> <b>Approaches to Learning</b>	<ul style="list-style-type: none"> <li>• Interacts with a variety of materials and peers through play.</li> <li>• Experiments to further knowledge.</li> <li>• Willingly engages in new experiments and activities.</li> </ul>
<b>Domain 2:</b> <b>Physical Development and Health</b>	<ul style="list-style-type: none"> <li>• Communicates to discuss sights, smells, sounds, tastes, and textures.</li> <li>• Identifies sights, smells, sounds, tastes, and textures.</li> <li>• Compares and contrasts different sights, smells, sounds, tastes, and textures.</li> </ul>

<b>Domain 3: Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>● Promotes interaction with the teacher and other children.</li> <li>● Interacts with other children (e.g., in play, conversation, etc.)</li> <li>● Seeks guidance from primary caregivers, teachers, and other familiar adults.</li> </ul>
<b>Domain 4: Communication, Language, and Literacy</b>	<ul style="list-style-type: none"> <li>● Explore and uses new vocabulary in child-centered, authentic, play-based experiences.</li> <li>● Asks questions related to an item, event or experience</li> <li>● Uses vocabulary relevant to observations</li> </ul>
<b>Domain 5: Cognition and Knowledge of the World</b>	<ul style="list-style-type: none"> <li>● Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)</li> <li>● Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals)</li> <li>● Recognize the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)</li> </ul>

## **AUTHENTIC ASSESSMENT**

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

*How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?*

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

*Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.*

I will gather evidence to assess each child's developmental progress by asking each child how their progress is going regarding the activity.

I will determine whether or not individual children are getting the Big Ideas and/or the Overarching Questions by asking the teachers to see how the children are doing during the activity. If I feel like the children are not getting the Big Idea/Overarching questions, then I will make modifications ( fewer flowers or 2 of the same flower) to the activity.