

Activity Plan

Designed by: Austin Huang
Curriculum Topic: The 5 Senses

| OVERVIEW/FRAMING | |
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| 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> | 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. |
| 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> | How will children be able to identify certain topological features/landforms? What senses are being used as the topological features/landforms are identified? |
| CONTENT FOCUS: <i>Identity which content area(s) will be addressed in this activity</i> | Social Studies |

| KNOWING THE LEARNERS' | |
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| AGE RANGE: | 3-4 years |
| CURRENT DEVELOPMENT: <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 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 not know what specific topological figures are. I will address this through the activity. |
| SOCIO-CULTURAL CONTEXT: <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?^{1*}

| MATERIALS & LEARNING ENVIRONMENT PREPARATION | | |
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| <p>MATERIALS</p> <p><i>What materials will you need to teach this activity? List all books and materials, including any used during the launch/reflection, and set up and clean up</i></p> <hr/> | <p>LEARNING ENVIRONMENT</p> <p><i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i></p> <hr/> | <p>EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <hr/> |
| <ul style="list-style-type: none">● Pictures of topological features.● Paintbrushes● Paint (all colors) | <ul style="list-style-type: none">● Groups of 3-4● One teacher in each group | <ul style="list-style-type: none">● Have the teacher(s) informed the day before to prepare for the activity. |

^{1*} Note: You are designing this activity for the three children observed for your Student Profiles assignment.

| THE LEARNING EXPERIENCE | |
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| The launch <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>The teachers and the children will read a book about all the landforms found in the world. They can then talk about what landforms they found interesting/ want to learn more about.</p> <p>The book is called “I Can Write a Book about Landforms” by Bobbie Kalman.</p> |
| The activity <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>The teacher(s) will hand out pictures of landforms to the children. Children can then observe the pictures and talk to the teacher(s) about what they see. After observing, the children can then gather paintbrushes and paint to draw which landform they like the most.</p> <p>This relates to the 5 senses because children are using their sight sense to observe the types of landforms and their touch sense to grab the paintbrush and maneuver it.</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>The teachers and children can gather around the meeting area and the children can share their paintings with the class. They can talk about what landform they drew and why they drew it.</p> |
| Possible Extensions <i>What could you do on another day to build on this activity?</i> | <p>I build upon this activity by having the children talk about landforms they would like to visit. For example, I could ask the children “Which one do you want to visit, mountains, rivers, or valleys?”</p> |

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| Multimodal Engagement <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"> • Tactile (children are touching and maneuvering the paintbrushes) • Visual (children are looking at pictures of the landforms) • Auditory (children are listening to the story about landforms) |
| Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i> | I will modify this activity for learners with special needs by including fewer landforms or focusing on one landform for one day. |

| 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> | |
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| Cognitive/thinking | Children are looking at the landforms and what they look like. |
| Physical | Children are grabbing the paintbrushes and maneuvering them to make sketches. |
| Social/emotional | Children are talking to their peers and the teachers about what they are painting. |
| Language/literacy | Learn new words about the world: hill, valley, mountain, river, lake, island, rock, water, grass, sand, beach |
| Content Area(s) | Geography |

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| <p style="text-align: center;">STANDARDS/GOALS</p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><i>Use the PKFCC to respond.</i></p> <p style="text-align: center;"><i>Be specific—choose those standards that are targeted by this learning activity (e.g., can development regarding the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p> | |
| Domain 1: Approaches to Learning | <ul style="list-style-type: none"> • interacts with a variety of materials and peers through play. • Experiments to further knowledge. • Willingly engages in new experiments and activities. |
| Domain 2: Physical Development and Health | <ul style="list-style-type: none"> • Displays an upright posture when standing or seated • Exhibits appropriate body movements when carrying out a task • Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) |
| Domain 3: Social and Emotional Development | <ul style="list-style-type: none"> • Promotes interaction with the teacher and other children. • Interacts with other children (e.g., in play, conversation, etc.) • Seeks guidance from primary caregivers, teachers, and other familiar adults. |
| Domain 4: Communication, Language, and Literacy | <ul style="list-style-type: none"> • Explore and uses new vocabulary in child-centered, authentic, play-based experiences. • Asks questions related to an item, event, or experience. • Uses vocabulary relevant to observations. |

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| Domain 5: Cognition and Knowledge of the World | <ul style="list-style-type: none"> • Creates representations of topographical features in artwork, and/or while playing with blocks, sand, or other materials. • Identifies features of own home and familiar places. • Describes their community and/or cultural group. |

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 to the activity.