

Activity Plan

Designed by: **Bianka De Las Nueces**

OVERVIEW/FRAMING									
This Activity Plan is part of a larger Learning Experience Unit on: Water									
<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 activity fits into a larger curriculum web called water. It is an activity within the water transportation theme. This topic is important because it brings students together as they interact and develop their cognitive and social/emotional skills. This study brings a combination of math and literacy that would expand their knowledge in critical thinking. They would learn numbers on the way by counting fish. This study is important in their lives because as student’s see they have accomplished and be successful at something, they build strong confidence and be greater independent children over their parts of their lives like in sports, school, and making friends. This activity will be interesting for pre-k students because they will explore and discover new things that they can experience in real life. Students will feel successful while completing an important task to them “fishing”. This will boost their self-esteem and boost their confidence.</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 does a boat float? How many fish we can catch? How can we use fish pole? Can you think of any other fish that swims under water? Goal: Children will develop their gross and fine motor skills while grasping to a fish pole as they use heir social and emotional skills while interacting with one another.</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
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KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	Pre K
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Social Development: Children develop strong friendships and strongly desire playmates. Friendships with one other child are flexible but longer lasting, these friendships are often with those of the same sex. Children’s ideas of friendships evolve from moment to moment, and they may use promises to manipulate one another.</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>This activity might be confusing for students who are new learners and haven’t experienced fishing or riding a boat before.</p>

<p>SOCIO-CULTURAL CONTEXT: <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>I would like to work at P.S.189 around my neighborhood. The majority of student's enrolled are Hispanics. English Languages Learners are a percent of 23. Students with disabilities has a percentage of 22%.</p>
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<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i></p>	<p>LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> -Carboard Boxes -Paint -Construction Paper -Markers -Crayons -Glue -Premade fishing rods -Scissors 	<p>Students will help transform the dramatic play area into a lake then they will start to make their boats to start fishing.</p>	<p>My library center will include ocean and boat books for example: Toy Boat, by: Randall de Seve, Jonathan and the Big Blue Boat, Philip Stead With the consent of our school and my student's families, my classroom will join a fieldtrip to an aquarium to support our theme</p>

<p>THE LEARNING EXPERIENCE</p>		<p>Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p>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>
<p>The spark/launch/intro</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><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>I will first discuss about how we can turn our dramatic play into a lake. I will introduce them the topic water by reading them a story that is related to the water theme. Toy Boat, by: Randall de Seve, Jonathan and the Big Blue Boat, Philip Stead. Then we will sing along to a song “Row, Row, Row your boat!”</p>	<ul style="list-style-type: none"> • Linguistic Intelligence • Interpersonal Intelligence • Naturalistic intelligence • Kinesthetic intelligence • Spatial intelligence • Mathematical Intelligence 	<ul style="list-style-type: none"> • Students will interact with one another, for those who struggle with socialization. • A song can be sung in their native language for ELL and ENL. • Improve fine motor skills in hand coordination with holding fishing poles. • Students will count the fish as they catch them using multiple languages
<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>Describe your Activity and its steps here: Students will use cardboard boxes and start painting them and decorating it in their own style. They will use tubes as sails to their boats and paint and use all kinds of crafts to decorate it. They will also create their own fish, design it and cut them out. Then they will use the dramatic play area to get on their boats as they fish in the sea. I will use two or three boxes so they can use their creativity and paint their box into boats. Then I will bring toy plastic fish so they can catch with their fishing poles.</p>		
<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>I will ask them questions about what they have learned during this activity and if they would like share what they have learned with their families. I will also ask them, what would they do with their fish and what was it like to catch the fish.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Next, I would encourage students to draw or write what they have learned throughout the whole activity. Also, students will create more fish to continue fishing.</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 know the concept of fishing and think what a boat can do.
Physical	Students will gain their small muscles coordination by grasping a marker, crayon, or paintbrush. Children can use scissors, glue, and paintbrushes, with more skill.
Social/emotional	Students will develop their social emotional skills by interacting and socializing with one another during play.
Language/literacy	Students will develop their language skills through reading books about the topic. Students can learn different and new vocabulary with the parts of a boat. Sail, Hull, Mast, fishing pole, reel, handle.
 List 3-5 target vocabulary words:
Content Area(s)	Math and Literacy

STANDARDS/GOALS

What Pre-K Common Core Learning Standards (CCLS)^{2} are addressed in this activity?*

Domain 1: Approaches to Learning	1. Actively and confidently engages in play as a means of exploration and learning. c) Engages in pretend and imaginative play – testing theories, acting out imagination.
Domain 2: Physical Development and Health	2. Demonstrates coordination and control of large muscles a) Displays an upright posture when standing or seated
Domain 3: Social and Emotional Development	4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.)
Domain 4: Communication, Language, and Literacy	3. Demonstrates that he/she understand what they observe. d) Makes inferences and draws conclusions based on information from visual text

^{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"

Domain 5: Cognition and Knowledge of the World	3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a) 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.
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AUTHENTIC ASSESSMENT	
<p><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></p>	<p>In my classroom I will start by documenting and observing what my student's perspective, interests, actions, and techniques are through their work. This will also allow me to view their progress and help them make decisions about extending their work and identifying future projects. After I collected all my notes of my student's observations and knowledge, I will start by displaying their work. I would first visualize how I should display their work like the layouts and designs and start planning. Asking the students of any ideas would be helpful. By documenting and displaying their ideas and work, it will help them recognize their efforts and help them value and respect each other's work. This will also gain their self-esteem because they would appreciate their own work and be more motivated into creating future projects. I would ask my students questions that can help me understand their current knowledge like, what did you like best about what we learned and questions that can refer back to the lesson that can help me understand if they agree or disagree.</p>

POST-ACTIVITY REFLECTION^{3*}	
<p><i>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?</i></p>	

* 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.

