

**My Capstone**  
**ECE 312**  
**Bianka De Las Nueces**  
**12/16/2021**

**Team Members:**

**Focused Curriculum Plan  
ECE 312**

**Curriculum Topic** All About Me

## STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.

Students will be able to learn and participate in group activities that will involve working and learning about diversity and themselves.

2. Will this topic foster **social interaction**? Explain.

Students will be able to develop positive relationships with their peers and demonstrate pro-social problem-solving skills in social interactions.

3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain.

Students will be able to recognize self as an individual having unique abilities, characteristics, feelings, and interests.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

This topic will teach children how to identify themselves and learn about culture and diversity.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

This topic will help students ask themselves “Who am I” and identify the many different characteristics that makes them unique and important.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

This will allow students learn more about themselves and help them develop critical thinking skills.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

Yes, this topic will help build or change their current understanding of their surroundings and see the world in a different perspective as they learn about culture and diversity and many other personalized characteristics.

8. Does the topic allow learners to **gain deeper knowledge of general principals and explanations** of the world? Explain.

This topic will help students form a connection to the real world and learn what is respect sel-value.

9. Can children use the knowledge gained through this topic in **meaningful real-world situations**? Explain.

Yes, this topic will help students learn their sense self of worth by learning characteristics that makes them unique and special.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

Yes, this topic will help students learn more about themselves and gain mastery in all domains of development.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

Children will explore and learn the many differences and similarities that we all have.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

This topic will allow students to have curiosity of the world and their surroundings.

## STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

- Differences
- Similarities
- Culture
- Identities
- Emotions
- Languages
- Family

2. Gather information from various sources of research. List at least 3 resources for each of the following:

### A. Children's literature

Mango, Abuela, and me By: Meg Medina

My Body By: Jill McDonald

Me Gusta como soy/I like Myself By: Karen Beaumont

### B. Website Information

- <https://teachingmama.org/all-about-me-preschool-theme/>
- <https://www.kidssoup.com/activity/all-about-me-activities-crafts-and-lessons-plans>
- <https://www.prekinders.com/category/families/>

### C. Materials/Resources

- Family members will be invited to the school to participate to read a story for the classroom.
- Children will be asked to come in with something that represent themselves and their culture.
- Teachers will read poems that reflects who they are and their identities

3. What did you *learn* from your research?

I learned that children will be able to learn and be familiar with diversity, the definition of identity, and culture if we gathered materials and resources that will support the topic.

4. What *misinformation* did you find in your original ideas?

I didn't realize how important it is to have the same view as others as we come from different cultures and backgrounds.

### STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. What makes me special and unique?
2. What are my feelings and emotions?
3. What makes me important?

Identify and list **10** key vocabulary terms connected to this topic:

- Family
- Unique
- Different

- Feelings
- Excited
- Important
- Cousin
- Culture
- Siblings
- Respect

**STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**

**WHERE IS THE MATH?**

**1. Choose 2 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Operations and Algebraic Thinking
- b. Geometry
- c. Measurement and Data

This topic will allow students learn about their own measurements and weight, also make comparisons as well as sort and categorize information.

- d. Overview
- e. Mathematical Practices

This topic will allow to students to make sense of problems and persevere in solving them.

- f. Counting and Cardinality

**2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

Students will measure their shoes using cubes, then they will count how many cubes there were.

- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

They will trace their hands and count how many fingers they have.

- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING

Children will trace their bodies using blocks then will count how many blocks they had to use.

- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

## WHERE IS THE SCIENCE?

1. Choose **2** of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

- a. Scientific Thinking
  - Children will develop their cognitive skills and learn how to be problem solvers.
- b. Earth and Space
- c. Physical Properties
  - Children will get the sense of knowing the parts of the body and identify each other and learn what makes them special.
- d. Living Things

2. Choose **3** and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

Using paper, teachers will trace their bodies and get their body shapes. Once they are done, they get to finish by drawing and coloring their physical features.

- d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

Children will use the sand table to find the letter of their names and putting them together.

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY

- Provide students with magnifying glasses to explore hair, fingers, ears, etc.

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

j. COMPUTERS/TECHNOLOGY

## WHERE IS THE SOCIAL STUDIES?

1. Choose **2** of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Individual Development and Cultural Identity
  - Children will learn about culture, self-identity, and backgrounds.
- b. Civic Ideals and Practices
- c. Geography, Humans, and the Environment
  - They will learn the sense of the world and environment around them
- d. Time, Continuity and Change
- e. Economic Systems

2. Choose **3** and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
  - Puzzles with pictures of siblings and families
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY :

- Children will discover and explore their own identities with mirrors and describe what they see in their own reflection.

h. LIBRARY/LITERACY

- Children can explore books that are related to the topic.

i. WOODWORKING/CARPENTRY

### **Step 5: Implementing the Curriculum Topic:**

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. Teachers will start the topic by reading a book that's related to the topic.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. Children will look at their own reflection on a mirror and describe what they see.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. Children will gather to make a figure of themselves with materials.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book:

1. **My Blue is Happy – Jessica Young**

Children will learn to use a Mood Meter to explain how they are feeling. They will make colorful collages and use their emotion vocabulary to describe their feelings.

2. **What I like About me By: Allia Zobel Nolen**

Using a mirror, students will study each of their physical features and represent them.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

1. **The More We Get Together** The more we get together, Together, together, The more we get together, The happier we'll be. Cause your friends are my friends and my friends are your friends. The more we get together, the happier we'll be.

## Activity Plan

Designed by: **Bianka De Las Nueces**

Curriculum Topic: **All about me**

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>	<b>Students will be able to learn and participate in group activities that will involve working and learning about diversity and themselves.</b>			
<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>	<b>What makes us special?</b> <b>What makes you unique?</b> <b>What feelings do you have?</b> <b>What makes you important?</b> <b>What makes you different?</b>			
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<b>Visual Arts</b>	Music	Movement/Dance	Drama
<b>LANGUAGE AND CONTENT OBJECTIVES</b>	Emergent Literacy	Mathematics	Science	<b>Social Studies</b>

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<ul style="list-style-type: none"> <li>● <b>Children will develop sense of self</b></li> <li>● <b>Independency</b></li> <li>● <b>Cognitive thinking</b></li> <li>● <b>Social interaction</b></li> </ul>

<p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<ul style="list-style-type: none"> <li>● <b>Learn new vocabulary</b></li> <li>● <b>Children would not understand the concept of culture</b></li> <li>● <b>Different languages</b></li> <li>● <b>Family members</b></li> <li>● <b>Tradition</b></li> <li>● <b>Identity</b></li> </ul> <p>Teachers would introduce many vocabulary words and explain to them the meaning with books and materials.</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><b>2 of my students speak Spanish</b> <b>4 of my students are from Ecuadorian and Honduran descent</b> <b>1 of my students is of Chinese descent</b> <b>3 of my students speak English only</b></p>

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<p><i>What materials will you need to teach this activity?</i> <i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i></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>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> <li>● <b>Mirror</b></li> <li>● <b>Play dough Tray</b></li> <li>● <b>Playdough Roller</b></li> <li>● <b>Neutral color playdough</b></li> <li>● <b>Toothpicks</b></li> <li>● <b>Fabric scraps</b></li> <li>● <b>Googly eyes</b></li> </ul>	<p><b>Children will be able to look at their work once is displayed on the bulletin boards.</b></p>	<p><b>Children will be able to sing a poem</b> <b>“I am Special I am special, I am special (point to self) Take a look Take a look! Someone very special Someone very special It is me It is me!!” (Point to self) Tune, Frere Jaques</b></p>

\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• <b>Foam shapes</b></li><li>• <b>Beads</b></li><li>• <b>Colored yarn</b></li><li>• <b>Wooden sticks</b></li></ul> |  |  |
|--|--|--|

**THE LEARNING EXPERIENCE**

**The launch**

*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?*

**We will introduce the topic by reading a book that's related to the activity of all about me. "Its okay to be different" by Todd Parr. Then teachers will ask children to describe what they see as they look at their own reflection with a mirror.**

**The activity**

*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.*

**Children will first start by looking at their own reflection using a mirror. Then teachers will ask students to create what they see using playdough to their trays. They will choose neutral colors according to the color of their skin. Students will have the opportunity to use different materials and make their own reflections with playdough. They will roll the playdough and start by adding materials to their tray. Such as the hair with yarn, eyes with googly eyes and many more to create their reflection.**

**Reflection**

*As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*

**I will ask students questions about what they have learned during this activity and if they would like to share what they've learned with their families.**

<p><b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i></p>	<p><b>Children will be able to make self-portraits using healthy food.</b></p>
<p><b>Multimodal Engagement</b> <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p><b>Interpersonal, existential, Linguistic, visual/spatial, auditory, tactile.</b></p>
<p><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></p>	<p><b>This activity will aide students to use their fine motor skills and use this sensory technique to regulate their emotions and support in self-regulation.</b></p>

<p><b>GROWTH AND LEARNING</b> <i>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<p><b>Cognitive/thinking</b></p>	<p><b>Children will be able to identify themselves by looking at their own reflection.</b></p>

Physical	Children will be able to use their fine motor skills working with play dough.
Social/emotional	Children will be able to use their social skills and interact with peers as they make their own self portraits.
Language/literacy	Children will start using new vocabulary words as they describe themselves by looing at a mirror.
	List 10-15 target vocabulary words: <b>Unique, special, family, cousin, curly, brave, afraid, strong, happy, important, older, young, siblings, wavy, straight, short, long, culture, languages, manners, thoughts, angry, tradition, identity.</b>
Content Area(s)	Social studies, literacy

<p><b>STANDARDS/GOALS</b></p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p><i>Use the PKFCC to respond.</i></p> <p><i>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></p>	
<p><b>Domain 1:</b> Approaches to Learning</p>	<p><b>PK.AL.1 Actively engages in play as a means of exploration and learning</b></p> <p><b>a. Interacts with a variety of materials and peers through play</b></p>

<p><b>Domain 2: Physical Development and Health</b></p>	<p><b>PK.PDH.1. Uses senses to assist and guide learning.</b> <b>b. Compares and contrasts different sights, smells, sounds, tastes, and textures.</b></p>
<p><b>Domain 3: Social and Emotional Development</b></p>	<p><b>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings, and interests</b> <b>a. Describes self, using several different characteristics.</b></p>
<p><b>Domain 4: Communication, Language, and Literacy</b></p>	<p><b>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</b> <b>c. Considers individual differences when communicating with others.</b></p>
<p><b>Domain 5: Cognition and Knowledge of the World</b></p>	<p><b>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</b> <b>a. Identifies self by using characteristics such as eye color, hair color, age.</b></p>

**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.*

**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 to the lesson that can help me understand if they agree or disagree.**

## Activity Plan

**Designed by: Bianka De Las Nueces**

**Curriculum Topic: All about me**

<b>OVERVIEW/FRAMING</b>									
<p><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></p>	<p><b>Students will be able to learn and participate in group activities that will involve working and learning about diversity and their identities.</b></p>								
<p><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></p>	<p><b>What makes us special? What makes you unique? What feelings do you have? What makes you important? What makes you different?</b></p>								
<p><b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><b>Visual Arts</b></td> <td style="border: none; text-align: center;">Music</td> <td style="border: none; text-align: center;">Movement/Dance</td> <td style="border: none; text-align: center;">Drama</td> </tr> <tr> <td style="border: none;">Emergent Literacy</td> <td style="border: none; text-align: center;">Mathematics</td> <td style="border: none; text-align: center;"><b>Science</b></td> <td style="border: none; text-align: center;">Social Studies</td> </tr> </table>	<b>Visual Arts</b>	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	<b>Science</b>	Social Studies
<b>Visual Arts</b>	Music	Movement/Dance	Drama						
Emergent Literacy	Mathematics	<b>Science</b>	Social Studies						
<b>LANGUAGE AND CONTENT OBJECTIVES</b>									

<b>KNOWING THE LEARNERS</b>	
<p><b>AGE RANGE:</b></p>	
<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>	<ul style="list-style-type: none"> <li>● <b>Children will develop sense of self</b></li> <li>● <b>Independency</b></li> <li>● <b>Cognitive thinking</b></li> </ul>

<p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<ul style="list-style-type: none"> <li>• <b>Social interaction</b></li> </ul> <p><b>Children would not understand the concept of culture</b></p> <ul style="list-style-type: none"> <li>• <b>Different languages</b></li> <li>• <b>Family members</b></li> <li>• <b>Tradition</b></li> <li>• <b>Identity</b></li> </ul> <p><b>Teachers would introduce many vocabulary words and explain to them the meaning with books and materials.</b></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><b>2 of my students speak Spanish</b> <b>4 of my students are of Ecuadorian and Honduran descent</b> <b>1 of my students is of Chinese descent</b> <b>3 of my students speak English only</b></p>

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<p><i>What materials will you need to teach this activity?</i> <i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i></p>	<p><i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p><b>Large white construction paper</b> <b>Crayons</b> <b>Markers</b> <b>Yarn</b> <b>White school glue</b> <b>Body parts cut-outs</b> <b>Scissors</b></p>	<p><b>Teachers will display a body figure on the bulletin board with visual body parts on the figure so children can get the idea of what they are learning about.</b></p>	<p><b>With the help of parents children will be invited to explore different online resources for more educational science learning such as:</b> <b><a href="https://www.raisingdragons.com/category/age-4-5/">https://www.raisingdragons.com/category/age-4-5/</a></b></p>

\* 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><b>We will introduce the topic by reading a book that's related to the activity of all about me. "Inside your outside, All about the human body" By: Tish Rabe.</b></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><b>Teachers will cut out a large construction paper and ask students to lay on the paper for teachers will help to trace their own bodies. Teachers will then cut out their body shapes, then children will have the opportunity to color or draw their own bodies using also yarn as their hair. After children have finished their work, teachers will ask students to label the different parts of their bodies using body parts cutouts. Then ask them what their jobs are.</b></p>
<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></p>	<p><b>I will ask students questions about what they have learned during this activity and if they would like to share what they've learned with their families.</b></p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p><b>Teachers will call every child individually to identify their own body parts as the teachers ask them the questions.</b></p>

<p><b>Multimodal Engagement</b>  <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p><b>Interpersonal, existential, Linguistic, visual/spatial, auditory, tactile.</b></p>
<p><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></p>	<p><b>Teachers will help children focus on one or two facial features and ask questions about these features and help dual language learners identify new vocabulary words in their own native language.</b></p>

<p><b>GROWTH AND LEARNING</b>  <i>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<p><b>Cognitive/thinking</b></p>	<p><b>Children will be able to analyze and label which body part goes where in their bodies.</b></p>
<p><b>Physical</b></p>	<p><b>Children will be able to use their fine motor skills by coloring and drawing their work.</b></p>
<p><b>Social/emotional</b></p>	<p><b>Children will be able to interact and have conversations with teachers as we ask them questions about body parts and what are their jobs.</b></p>
<p><b>Language/literacy</b></p>	<p><b>Children will be able to expand their vocabulary and identify body parts as they are labeled.</b></p>

	List 10-15 target vocabulary words: <b>Unique, special, family, cousin, curly, brave, afraid, strong, happy, important, older, young, siblings, wavy, straight, short, long, culture, languages, manners, thoughts, angry, tradition, identity.</b>
<b>Content Area(s)</b>	<b>Science, Literacy</b>

<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>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>	
<b>Domain 1: Approaches to Learning</b>	<b>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)</b>
<b>Domain 2: Physical Development and Health</b>	<b>PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills PK.PDH.5. a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils, and blunt scissors effectively)</b>

<b>Domain 3: Social and Emotional Development</b>	<b>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</b> <b>a. Describes self, using several different characteristics</b>
<b>Domain 4: Communication, Language, and Literacy</b>	<b>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</b> <b>b. Participates in conversations through multiple exchanges</b>
<b>Domain 5: Cognition and Knowledge of the World</b>	<b>PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid</b> <b>b. Compares and categorizes solids and liquids based on their physical properties</b>

**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.*

**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 to the lesson that can help me understand if they agree or disagree.**

## Activity Plan

**Designed by: Bianka De Las Nueces**

**Curriculum Topic: All About Me**

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>	<b>Students will be able to learn and participate in group activities that will involve working and learning about diversity and themselves.</b>				
<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>	<b>What makes you special?</b> <b>What makes you unique?</b> <b>What feelings do you have?</b> <b>What makes you and your family important?</b>				
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<b>Visual Arts</b>	Literacy	Music  <b>Mathematics</b>	Movement/Dance  Science	Drama  Social Studies
<b>LANGUAGE AND CONTENT OBJECTIVES</b>					
KNOWING THE LEARNERS					
<b>AGE RANGE:</b>					

<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><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Children will develop sense of self</b></li> <li><input type="checkbox"/> <b>Independency</b></li> <li><input type="checkbox"/> <b>Cognitive thinking</b></li> <li><input type="checkbox"/> <b>Social interaction</b></li> <li><input type="checkbox"/> <b>Learn new vocabulary</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Children would not understand the concept of culture</b></li> <li>• <b>New vocabulary</b></li> <li>• <b>Different languages</b></li> <li>• <b>Family members</b></li> <li>• <b>Tradition</b></li> </ul> <p><b>Teachers would introduce many vocabulary words and explaining to them the meaning with books and materials.</b></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><b>2 of my students speak Spanish</b></p> <p><b>4 of my students are from Ecuadorian and Honduran descent</b></p> <p><b>1 of my students is of Chinese descent</b></p> <p><b>3 of my students speak English only</b></p>	
<p><b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b></p>		
<p style="text-align: center;"><b>MATERIALS</b></p> <p><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 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?  (e.g., centers, bulletin boards, meeting spaces)</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><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Paint Brushes</li> <li>• Easel</li> <li>• Paper paint</li> <li>• Aprons</li> </ul> <p><b>What I like about me By: Allia Zobel Nolan</b>  <b>“Pete the Cat, Rocking in my school shoes” by Eric Litwin</b></p>	<p><b>Students will be able to use the dramatic play area to pretend play as role playing as mom and dad or any other family member.</b></p>	<p><b>Teachers will invite families participate to read stories to the classroom as they identify themselves their relationships to the students.</b></p>
---	--	---

\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

<p style="text-align: center;"><b>THE LEARNING EXPERIENCE</b></p>	
<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><b>We will introduce the topic by reading a book that’s related to the activity of all about me. “Who’s in my family? All about our family” by Robie H. Harris. Then we will continue by singing “The family finger” song.</b></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><b>Children will first start by painting each of their family members including themselves using an easel. I will continue to facilitate their learning by asking questions for ex: Who lives with you? How many family members do you have? As they write the number of people next to their family portrait, Teachers will also make notes as they describe what they painted.</b></p>
<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></p>	<p><b>I will ask them questions about what they have learned during this activity and if they would like share what they've learned with their families.</b></p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p><b>Children will have the opportunity to make their own family figures using play dough.</b></p>

<p><b>Multimodal Engagement</b>  <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p><b>Interpersonal, existential, Linguistic, Logical mathematical.</b></p>
<p><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></p>	<p><b>This activity will aide students who are struggling to communicate in English.</b></p>

**GROWTH AND LEARNING**

*How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child*

<i>development.</i>	
<b>Cognitive/thinking</b>	<b>Children will be able to identify who lives with them and what are their roles.</b>
<b>Physical</b>	<b>Children will be able to use fine motor skills and hand eye coordination by creating a family portrait.</b>
<b>Social/emotional</b>	<b>Children will interact with adults and peers while making their portraits and discuss about their families.</b>
<b>Language/literacy</b>	<b>Children will be able to learn new vocabulary such as cousin, aunt, family, members.</b>

	<p>List 10-15 target vocabulary words:  <b>Unique, special, family, cousin, curly, brave, afraid, strong, happy, important, older, young, siblings, culture, languages, manners, thoughts, angry, tradition.</b></p>
<b>Content Area(s)</b>	<b>Math, literacy.</b>
<p><b>STANDARDS/GOALS</b></p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity?  Use the PKFCC to respond.</i></p> <p><i>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></p>	
<b>Domain 1: Approaches to Learning</b>	<p><b>5. Demonstrates persistence.</b>  <b>a) Maintains focus on a task.</b></p>
<b>Domain 2:</b>	
<b>Physical Development and Health</b>	<p><b>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</b>  <b>b) Demonstrates ability to engage in finger plays.</b></p>

<p><b>Domain 3: Social and Emotional Development</b></p>	<p><b>1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests</b></p> <p><b>d) Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement.</b></p>
<p><b>Domain 4: Communication, Language, and Literacy</b></p>	<p><b>3. Demonstrates that he/she understand what they observe.</b></p> <p><b>d) Makes inferences and draws conclusions based on information from visual text.</b></p>
<p><b>Domain 5: Cognition and Knowledge of the World</b></p>	<p><b>3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</b></p> <p><b>4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.</b></p>

**AUTHENTIC ASSESSMENT**

<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p><b>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 to the lesson that can help me understand if they agree or disagree.</b></p>
---	---

## Commentary

### **Describe the topic of your Focused Curriculum**

Children will be learning about culture, diversity, and their identities. This topic will help students grow as individuals and embrace their backgrounds and others. Children will learn about the differences and similarities in themselves and others in a way that respects all children and families. The age range that I am teaching is from four to four and a half years old.

### **Implementation of Activity Plans**

I would first start with working on the social studies activity because they would begin by identifying themselves and discovering their own identities and backgrounds by making their reflection with playdough. Second, I will continue with the math activity plan because they will continue with counting how many family members they have as they do their family portrait. Lastly, I will help them work on the science activity plan because children will have the opportunity to identify each body part of their body by labeling it on their body figures. In Activity plan one, children can use their social skills by interacting with their peers as they develop friendships and find ways to use communication skills and gather ideas. In Activity plan 3, children can use their social skills and also develop connections and social skills while they are engaging in these activities.

### **Relationship of the Activity Plan**

These activities play an important role that will facilitate students and comprehend what their identities are and explores their backgrounds. They also can learn and explore other backgrounds with their peers. These activities will help children develop their domains such as fine motor skills: they develop their small muscles with arts and crafts, cognitive: they will identify and analyze themselves and their backgrounds, social/emotional: they will interact and socialize with others and adults while they discuss the theme, and communication and language: they will develop their language using big vocabulary words about the activities and topic. These activities will help children with all their developmental domains. Children will learn by using their senses and develop their social skills by making friendships and identifying their emotions. These activities will also help children with their physical development such as their fine motor skills such as grasping a marker or crayon or stretching their small muscles with playdough. It will also help with developing new vocabulary words and expressing themselves through language. Finally, these activities will help them use many thinking skills like developing their imagination, using problem-solving, and concentration. I introduced these activities by first analyzing and discussing each of the student's backgrounds that would also be culturally appropriate for students. By getting to know their backgrounds and culture and speaking about diversity will help me develop a better understanding of social

culture in the class. In each activity plan, I made some accommodations for students with needs. I provided individualized instructions and resources for different learning styles that will help them with their development. It is important to support these acclamations because it will allow teachers to know their current learning and skills to help improve their new skills.

### **Strategies and Connections**

It is important to create a developmentally appropriate practice that recognizes and supports each student as a valued member of the learning community. It must be appropriate for all children to be culturally, linguistically appropriate for each child. These factors are important and will help children develop their needs and developmental domains. An integrated curriculum allows students to pursue learning comprehensively, free of the limits set by topic boundaries. It highlights the value of maintaining relationships with families, understanding children and how they learn, and using the community and cultural environment. It also allows students to have a deeper understanding of what is being thought and how to apply the material that they have learned in the classroom in real-world situations.

### **Assessment**

I will start by documenting and observing what my student's perspectives, 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 for 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.

### **Conclusion**

I find that creating a thematically based unit was somewhat challenging yet easy at the same time. Creating a developmentally appropriate unit is important to know each child in the classroom such as their backgrounds and culture. By creating a unit, it is just a bit difficult trying not to make assumptions and judgmental comments about the students in their learning and progress to help plan an activity according to their level. Overall, I think that is necessary to know all students and their learning styles to make a plan that will help them grow as successful learners.