

Branyi Sosa

ECE 312

May 12, 2021

Professor Ruth Guirguis

Focused Curriculum

Focused Curriculum Plan
ECE 312

Curriculum Topic: Nature

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

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

This topic will be of great interest and participation for the students since These activities are very comfortable and in an environment with many benefits and varieties to feel like participating and exploring. The experiences they already have as children with a lot of creativity and desire to learn everything are connect with those I designed for them in my curricular network. Apart from learning, my best reason is that they retain information and those I created for them in my curricular network. Apart from education, my best explanation is that they contain information and always practice everything they learned to have still strategies to improve continually despite some difficulty.

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

Yes, it will since every activity will require the collaboration of all students working as partners in group activities. Individually they will complete and enjoy the assignation on

the activities but they will contribute with other students. My subtopics and activities are consistent and fit very well with the cultural development of the diverse group in my class since my activities are related to problems that we live in our countries. They do not have any specific culture, and various to feel part of these activities and think they can contribute something better.

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

The topic, subtopics, and activities are consistent and fit very well with the cultural development of the diverse group in my class since my activities are related to problems that we live in our countries. They do not have any specific culture, and various to feel part of these activities and think they can contribute something better. The challenge is to develop them, not to give up until we can achieve great things. As change becomes more passionate, the more creative we must be. As in my subtopic, recycling, there is a concept where garbage and plastic pollution on beaches, streets, communities, and countries are not from a specific country or culture; it is global. However, this will help a lot to create an idea of how we can help the environment. Also, in my subtopic, Animals, they will learn about biodiversity and animals' lives and the importance of caring for them, just like humans. These activities are very comfortable and in an environment with many benefits and varieties to feel like participating and exploring. There will be no limitations in making and creating as they like; I will be with them if they have any questions or difficulties when completing the assignment.

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

Indeed, the knowledge that they already have about nature will be easier, more fun, and exciting for them. Children have a lot of empathy for these types of topics and activities and tend to have cute gestures, especially with animals. Although some children not so much, but most do. I think this will motivate them to enjoy the activities that I have prepared for them in this curriculum.

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

Diversity is one of my focus points on every curriculum, especially on this one because it talks about animals, our world, fiction, nonfiction, music, art, literacy, and science.

Children will experience a bit of each, and that's diversity; however, children will implement their unique touch to each activity, that's what creativity looks like in variety.

The creativity will give them plenty of strategies to be able to solve any difficulties they may have on doing these activities, also I will be there for support.

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

The student's confidence in her abilities will determine how she reflects on her progress.

In reality, self-regulated learners engage in many of these processes. To teach and develop self-regulation of students as a whole, teachers can ... a variety of learning strategies, and to enable and support students to determine how self-regulated they are and to be more reflective about what they learn. This topic will involve them being more reflective at the end of each activity because the message and purpose will be more meaningful to them.

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

It will change a bit since in a subject with many new things to learn and very outgoing.

They will change their language a little as they will learn new words but that change will be positive since their development will become stronger and they will be able to improve in many aspects, such as their language, their reading, and writing.

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

Many of the principles apply to learning and teaching in general, but clearly, some are, complicated and do not have multiple ties to the way a student thinks about the world.

But with this topic on nature, maybe the students will learn and understand a little about how the world works and why it works like that. Children are very intelligent and curious, and after these activities that they will carry out, at the end of each one, they will have another perspective of seeing things in the world and everything will make more sense to them. That is why I believe that this topic will help children a lot to develop and improve their cognitive development.

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

Of course yes, this topic is about nature. They will learn about animals, plants, seeds, recycling, and heaven. They will learn the importance of caring for animals, recycling,

and caring for our environment. They will be aware that we cannot mistreat animals, or throw garbage in the streets, and above all take care of plants.

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

Of course, that's what the activities will be for so that they learn and get experience.

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

This topic is suitable for all children since it is a topic that is not complicated to understand or learn, in addition to the different activities that this topic entails, I am sure that they will identify with some of them.

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

Nature, animals, and plants are always interesting for students because there are so many fun ways to enjoy them and with this topic, I am sure they will be very motivated.

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:

I will introduce the activity by speaking more about the importance of the animals on our planet and humans. Also, this activity will help the students to make an emotional connection with the animals. Students will choose the animals of their preference and make a collage with all the information about the animal they chose (what they eat, what is their natural habit, how dangerous they are, etc.) and make a sculpture of the animal with clay.

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

A. Children's literature

The books two books. **Children's Book:** My Visit to the Zoo
(Trophy Picture Books) by Alike

Children's Book: One Plastic Bag: Isatou Ceesay and the
Recycling Women of the Gambia by Miranda Paul

A. Website Information

Google.com

A. Materials/Resources

I used google to find the books

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

I created this curriculum with my original ideas.

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

None

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 is your focus question or goal for the subtheme that this activity is a part of?

To appreciate animals and how other species differ from humans

2. What will students explore and discover?

Explore and discover animals and plants in a variety of settings. Learn about the different habitats and why they adapt to the animals' characteristics that live in them.

3. What other questions might children explore through this study?

They will explore how animals reproduce and how they are essential to us humans.

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

1. Nature
2. Plants
3. Seeds
4. Animals
5. Art
6. Sky
7. Roots
8. Music
9. Dramatic play
10. Planet

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. Measurement and Data, Counting and Cardinality

Children can learn about nature from measurement and date and counting and Cardinality because they can learn about different measurements and how tall a plant is and they can learn how to count how many seeds a plant needs to grow property and how tall is the animals.

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) VISUAL ARTS (Drawing, Painting, Sculpting, Writing) LIBRARY/LITERACY

Children can learn about nature through visual arts, library and literacy, and water play. After all, they can draw different types of flowers or trees and use them to count add or subtract, library and literacy because they can read a book that explains the measurement on how tall trees and flowers grow lastly they can use water play because they can take the exact measurement of how much water and soil (in this case sand) it takes for plants to grow.

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. Earth and Space

Children will learn about the skies and their elements.

- a. Living Things

Children will learn about animals and plants that are 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) TABLE ACTIVITIES (Manipulatives, Puzzles) MUSIC/MOVEMENT

Children can learn about nature through science from dramatic play, table activities, and music and movement they will be doing these activities: Children will have a dramatic play activity to imitate different animals and play a role in a mini action role. They will be wearing the animals' costumes that they will imitate; the kids will choose what animal they want to imitate for the role play. Also, they will be able to create their animal mask for the role play. Students will be able to work together to create an animal dance. They will pick an animal of their choice and create a song to dance to. Students will create a puzzle of a sky with a different sky, for example, when the sky is blue and when the sky is having a sunset.

WHERE ARE 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:

Individual Development and Cultural Identity Geography, Humans, and the Environment Time, Continuity, and Change.

Children can learn nature through science from geography, humans and the environment, time community and change and individual development and cultural identity because they can learn about a different type of animals and plants from different cultures, they can learn how plants change throughout time and how nature impacts the environment.

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

Children can learn nature through social studies from visual arts and table activities

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):
Describe 1 activity:

1. **Art with Seed:** The children will choose different types of seeds for this activity and these seeds will be available to them. In this activity they are going to express and demonstrate their creative potential, and they are going to pick up any type of seed and they are going to create a tree in the form of seeds and they are going to draw them. They will have colors and paint to paint their seeds to make their trees

more colorful. They will make their trees as they like best.

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

Describe 1 activity:

1. **Seed Collage:** Children will create a seed collage with different types of seeds, they will paint the seeds as they wish. They will use glue, paint, and paper for this activity.

Plant Seeds: Children will have the opportunity to get to know different types of seeds, feel the texture of the seeds, and also can smell them to see if they are different.

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

Describe 1 activity:

Paint and Drawing: Children will draw the sky with the elements of our planet that they know. They will explore and allow their imagination to go further to create fun and cool paintings and drawings. The materials that the children are using will be: paint paper, brushes, crayons, colored pencils, protective scissors, pencil, and water to create different shapes and dimensions of skies.

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

Describe a literacy extension activity for each book:

Children's Book: My Visit to the Zoo
(Trophy Picture Books) by Alike

Children's Book: One Plastic Bag: Isatou Ceesay and the
Recycling Women of the Gambia by Miranda Paul

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. **Song:** The Itsy Bitsy Spider by Iza Trapani

Animal Dancing: Students will be able to work together to create an animal dance. They will pick an animal of their choice and create a song to dance to.

Science Activity Plan

Designed by: Branyi Sosa
Curriculum Topic: Plants Roots

OVERVIEW/FRAMING	
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>	Using a real plant, students will explore the parts: roots, stems, leafs, and flowers. They will learn about the functions of these parts. Students will make a diagram of the plant and label the parts.
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>	Students will develop ways to explore different plants and roots.
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Movement/Dance Emergent Literacy Social Studies Music Drama Mathematics Science

LANGUAGE AND CONTENT OBJECTIVES	
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KNOWING THE LEARNERS	
AGE RANGE:	Pre- School
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	All young children must be physically active every day. In fact, physical activity may play a bigger role in a child's development than previously believed. This activity will focus on promoting movement and activity in young children can help increase memory, perception, language, attention, emotion and even decision making.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	They may get confused with the plants because some of them have the same leaves and roots. But I will there to clarify the confusion and thoughts.
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>	The more you know where your students are coming from, the easier your job will be. This includes learning more about their language, culture, values, family, and home environment. This knowledge will help you better support your students in the classroom and receive more support from home.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and set up and cleanup</i>	LEARNING ENVIRONMENT <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>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>

<p>Scrap newsprint, Magnifying glasses, one per student, a flowering plant (from a flower pack), one for each pair of students, water tray, one for each pair of students, water paper plate, two potted plants: one with a cutting (stem and flower without the roots) stuck in the soil, and one with roots, chart paper, and markers.</p>	<p>This activity can offer many benefits because they can learn how to communicate and share opinions properly, will gain more knowledge of many things related to this activity.</p>	<p>I will invite a science teacher to the class so they can have more information and learn more about nature and plants.</p>
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<p style="text-align: center;">THE LEARNING EXPERIENCE</p>	
<p>The launch <i>How will you engage the children in this learning experience? How will you introduce the</i></p>	<p>Students will be able to identify and describe the basic parts of a plant. Students will be able to describe different kinds of leaves and roots of the plants.</p>

<p><i>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 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>	<ol style="list-style-type: none"> 1. Nurture learning about plants 2. Select their desired plant. 3. Investigate essential details about the chosen plant 4. Create they diagram
<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 allow them to speak and express their concerns, thoughts, and reflections about all the activities and what would they have changed of the activities.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Based on their opinion and thoughts, if they desired we can amen changes to the activities they reflect on and redo them if they are interested.</p>

<p>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></p>	<p>This activity offers the auditory and visual learning modalities since they will have to listen and observe different plants, roots, and leaves.</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>In case that a student needs a special need to concerning understand this activity I will work with that student individually and make sure that she/he understand and learn more about plants.</p>

<p>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></p>	
<p>Cognitive/thinking</p>	<p>They will develop their way of thinking and understanding about plants and how they grow.</p>
<p>Physical</p>	<p>They will develop their fine and motor skills because they will be using their hands for this activity and mostly their entire body.</p>
<p>Social/emotional</p>	<p>They will develop and gain some kind of emotional affection or love for plants and nature.</p>

Language/literacy	They will learn new words about plants and of many things about the plants that I'm sure will be new for them. Also, they will interact with other students and it will be helpful to improve their vocabulary and their speech.
	List 10-15 target vocabulary words: Nature Roots Plants Water Leafs Diagram Team Work
Content Area(s)	

<p>STANDARDS/GOALS</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 actually targeted by this learning activity (e.g., can development concerning the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
Domain 1: Approaches to Learning	With these different materials, students will learn the knowledge of these materials and will complete their activities successfully.

Domain 2: Physical Development and Health	In the activities that the children will do they will be using their large and snap motors skills and movements. They will improve lot their physical development.
Domain 3: Social and Emotional Development	In these activities, the children will demonstrate their skills and creativity. They will also develop new skills and techniques to develop their jobs, while so many will also face adversities and obstacles when doing their activities.
Domain 4: Communication, Language, and Literacy	After the activities students will have small group sections that will count as an activity to talk about the activities we recently did and in that opportunity, they will talk about their thoughts and ask questions. It will be helpful for them to be more confident for the next activities.
Domain 5: Cognition and Knowledge of the World	While the activities are carried out, the children will have the opportunity to criticize the work and the opinions of their classmates. They must learn how to give their opinion without affecting and without offending others. They will learn to give constructive criticism and help others to improve.

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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</i></p>	<p>The children will have time to think of ideas on how to develop the activities and give them their personal touch. I will also give you ideas on how to do your activities and what will you do. I will give them all the resources so that they feel comfortable and be successful.</p>

<i>and Overarching Questions.</i>	
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Math Activity Plan

Designed by: Branyi Sosa

Curriculum Topic: Learning How To Count

OVERVIEW/FRAMING									
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>	Learning how to count will help the students to problem solve, measure and develop their spatial awareness, and teach them how to use and understand shapes.								
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>	Students will develop ways to learn how to count until 10 with shapes, fruits, suns, moons, leaves, pencils, and balloons.								
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<table style="width: 100%; border: none;"> <tr> <td>Visual Arts</td> <td>Music</td> </tr> <tr> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> </tr> <tr> <td>Social Studies</td> <td>Science</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Social Studies	Science
Visual Arts	Music								
Movement/Dance	Drama								
Emergent Literacy	Mathematics								
Social Studies	Science								

LANGUAGE AND CONTENT OBJECTIVES	
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KNOWING THE LEARNERS	
AGE RANGE:	Pre-K
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	All young children must be physically active every day. Physical activity may play a bigger role in a child's development than previously believed. This activity will focus on promoting movement and activity in young children can help increase memory, perception, language, attention, emotion and even decision making.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	There will be no misunderstanding since the activity is very well explained and very simple to understand.
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>	The more you know where your students are coming from, the easier your job will be. This includes learning more about their language, culture, values, family, and home environment. This knowledge will help you better support your students in the classroom and receive more support from home.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and set up and cleanup</i>	LEARNING ENVIRONMENT <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>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>

<p>Shapes Fruits Ballons Leafs Pencils</p>	<p>In my classroom the students have a section for activities, to do this activity I will just need to fix the area that will use to work on so they can be comfortable.</p>	<p>I will invite a Math Professor for help and the professor will also teach more ways of learning the numbers.</p>
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THE LEARNING EXPERIENCE

<p>THE LEARNING EXPERIENCE</p>	
<p>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>	<p>I will introduce the activity by explaining to them the first 10 basics numbers. I will bring fruits, shapes, and balloons so they can also learn from them. This technique will be helpful because they will be engaged in learning the numbers.</p>

<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>	<p>The children will be counting the numbers with me and I will be using the objects to help them and also they will learn about the objects. For example, I will say the number 1 and show them 1 apple and they will be repeating the same. I will be doing the same routine with them until number 10.</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>This activity can offer many benefits because they can learn how to communicate and share opinions properly, will gain more knowledge of many things related to this activity. I will allow them to speak and express their concerns, thoughts, and reflections about all the activities and what would they have changed of the activities.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Based on their opinion and thoughts, if they desired we can amend changes to the activities they reflect on and redo them if they are interested.</p>
<p>Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile,</i></p>	<p>This activity offers the auditory and visual learning modalities since they will have to listen and see the numbers to learn them.</p>

<i>linguistic, visual/spatial, auditory, musical)</i>	
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	In case that a student needs a special need to understand this activity I will work with that student individually and make sure that she/he understand and learn the numbers.

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>	
Cognitive/thinking	Students will gain knowledge of the numbers and how to write them. Also, this activity will help them to think in the shapes and objects that I include in the activity, it will a sort of a reminder so they don't forget the numbers
Physical	They will develop their fine and motor skills because they will be using their hands for this activity and mostly their entire body.
Social/emotional	Students will interact with other students and it will be helpful to improve their vocabulary and their speech.
Language/literacy	They will learn new words and children develop literacy skills as they think about what words mean and decide which words appropriately describe certain numbers and situations.
	List 10-15 target vocabulary words: Numbers

	Additions Suns Shapes Apples
Content Area(s)	

<p>STANDARDS/GOALS</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 actually targeted by this learning activity (e.g., can development concerning the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
<p>Domain 1: Approaches to Learning</p>	<p>With these different materials, students will learn the knowledge of these materials and will complete their activities successfully.</p>
<p>Domain 2: Physical Development and Health</p>	<p>In the activities that the children will do they will be using their large and snap motors skills and movements. They will improve a lot their physical development.</p>

<p>Domain 3: Social and Emotional Development</p>	<p>In these activities, the children will demonstrate their skills and creativity. They will also develop new skills and techniques to develop their jobs, while so many will also face adversities and obstacles when doing their activities.</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>After the activities students will have small group sections that will count as an activity to talk about the activities we recently did and in that opportunity, they will talk about their thoughts and ask questions. It will be helpful for them to be more confident for the next activities.</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>While the activities are carried out, the children will have the opportunity to criticize the work and the opinions of their classmates. They must learn how to give their opinion without affecting and without offending others. They will learn to give constructive criticism and help others to improve.</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.

The children will have time to think of ideas on how to develop the activities and give them their personal touch. I will also give you ideas on how to do your activities and what will you do. I will give them all the resources so that they feel comfortable and be successful.

Social Studies Activity Plan

Designed by: Branyi Sosa

Curriculum Topic: Traditions

OVERVIEW/FRAMING									
<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>Students will be able to demonstrate an appreciation for a holiday that is celebrated by another country or culture by sharing what is learned about the holiday and creating unique symbols to represent the important components of the holiday.</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>Students will develop ways to explore different cultures traditions.</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: 50%;">Visual Arts</td> <td style="width: 50%;">Music</td> </tr> <tr> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> </tr> <tr> <td>Social Studies</td> <td>Science</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Social Studies	Science
Visual Arts	Music								
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Emergent Literacy	Mathematics								
Social Studies	Science								
<p>LANGUAGE AND CONTENT OBJECTIVES</p>									

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>Pre-School</p>
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in</i></p>	<p>All young children must be physically active every day. Physical activity may play a bigger role in a child's development than previously believed. This activity will focus on promoting movement and activity in young children</p>

<i>this age range for the content focus?</i>	can help increase memory, perception, language, attention, emotion and even decision making.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	
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>	The more you know where your students are coming from, the easier your job will be. This includes learning more about their language, culture, values, family, and home environment. This knowledge will help you better support your students in the classroom and receive more support from home.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and set up and cleanup</i>	LEARNING ENVIRONMENT <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>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>

<ul style="list-style-type: none"> ● The Polar Express book ● Construction paper ● ‘boarding pass’ for each student (this can easily be made) ● markers ● stickers 	<p>In my classroom the students have a section for activities, to do this activity I will just need to fix the area that will use to work on so they can be comfortable.</p>	<p>I will invite a social studies professor who can have another perspective from another teacher about traditions.</p>

THE LEARNING EXPERIENCE

<p>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>	<p>Brainstorm American traditions and other traditions for Christmas as a class, using a bubble map or other graphic organizer on the whiteboard or smartboard.</p>
<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>	<p>Move the desks into rows with an aisle down the middle to make our Polar Express Christmas train, and give students their Polar Express train tickets (a simple picture you can print online) and punch it with a hole punch to make it official!. (Talk about all of the Christmas/holiday traditions the students do at home with our families.) I will have students write about a tradition they have in their family, complete with one sentence describing it, one colored picture representing the origin of the tradition, and the month or date it is celebrated.</p>
<p>Reflection <i>As the activity wraps up, what opportunities will</i></p>	<p>Have students compare and contrast their celebration with the celebrations of their elbow partners. (Observe as they work together in groups)</p>

<p><i>you offer the children to respond to and reflect on this activity?</i></p>	
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Based on their opinion and thoughts, if they desired we can amend changes to the activities they reflect on and redo them if they are interested.</p>
<p>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></p>	<p>This activity offers the auditory and visual learning modalities since they will have to listen and observe different objects from the different traditions.</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>In case that a student needs a special need to understand this activity I will work with that student individually and make sure that she/he understand and learn the different culture and traditions</p>

<p>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></p>	
<p>Cognitive/thinking</p>	<p>They will develop their way of thinking and understanding about animals and how to create an animal sculpture and improve their creativity.</p>

Physical	They will develop their fine and motor skills because they will be using their hands for this activity and mostly their entire body.
Social/emotional	They will develop and gain some kind of emotional affection or love for different cultural and for all the concepts of all activities.
Language/literacy	Students will improve their understanding of content, improve critical thinking, foster student motivation, increase student engagement, create strong content readers and writers, and improve vocabulary.
	List 10-15 target vocabulary words: Creativity Teamwork Traditions Culture
Content Area(s)	

<p>STANDARDS/GOALS</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 targeted by this learning activity (e.g., can development about the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
Domain 1: Approaches to Learning	With these different materials, students will learn the knowledge of these materials and will complete their activities successfully.

Domain 2: Physical Development and Health	In the activities that the children will do they will be using their large and snap motors skills and movements. They will improve lot their physical development.
Domain 3: Social and Emotional Development	In these activities the children will demonstrate their skills and creativity. They will also develop new skills and techniques to develop their jobs, while so many will also face adversities and obstacles when doing their activities.
Domain 4: Communication, Language, and Literacy	After the activities students will have small group sections that will count as an activity to talk about the activities we recently did and in that opportunity, they will talk about their thoughts and ask questions. It will be helpful for them to be more confident for the next activities.
Domain 5: Cognition and Knowledge of the World	While the activities are carried out, the children will have the opportunity to criticize the work and the opinions of their classmates. It is important that they learn how to give their opinion without affecting and without offending others. They will learn to give constructive criticism and help others to improve.

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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</i></p>	<p>The children will have time to think of ideas on how to develop the activities and give them their personal touch. I will also give you ideas on how to do your activities and what will you do. I will give them all the resources so that they feel comfortable and be successful.</p>

<i>and Overarching Questions.</i>	
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Commentary Paper

Describe the topic of your Focused Curriculum

The students will learn about animals, plants, seeds, recycling, and heaven. They will learn the importance of caring for animals, recycling, and caring for our environment. They will be aware that we cannot mistreat animals, or throw garbage in the streets, and above all take care of plants. I will introduce the activity by speaking more about the importance of the animals on our planet and humans. Also, this activity will help the students to make an emotional connection with the animals. Students will choose the animals of their preference and make a collage with all the information about the animal they chose (what they eat, what is their natural habit, how dangerous they are, etc.) and make a sculpture of the animal with clay. The range of age that I am teaching in pre-school (3-5) years old.

Implementation of Activity Plans

On the first day of the week, we will work on nature activities based on learning about animals, plants, recycling, seeds, and the sky. On the second day, we will work on the math lesson in which the children will learn to count basic numbers. On the third day, they will focus on social studies and will learn about the different traditions of their native countries and the cultures of other countries. On the fourth day, they will learn science, Using a real plant, students will

explore the parts: roots, stems, leaves, and flowers. They will learn about the functions of these parts. And on the fifth day, they will be able to reflect on the activities of the different subjects and they will be able to ask their questions so that I can help them to clear up any doubts or something they did not understand.

Each of the activity plans is different but in each of them they will learn about teamwork and, most importantly, they will learn about the subject of the activity plan. From activity plan 1, which is mathematics, they will learn about numbers and quantities and in which will serve them for the activity plan of plan 2, which is about science, which they can use the skills already learned in mathematics to be able to count the seeds, the leaves and the plants. And from activity plan 2 they will be able to use what they have learned about plants and seeds in activity plan 3 which is about social studies in which they will learn about the traditions and cultures of their countries and with the learning they have about plants they will be able to know more About plants from other countries that are similar to those they have already seen, they will be able to identify them more easily.

Relationship of the Activity Plans

These activities have many things in common, and one of those is that they are all very necessary for the intellectual formation of students and that they deal with the nature of our planet. These activities are created according to the development of children and especially based on their ages. In that, I know that it will be easy for them to learn since they are not difficult activities for them and above all, it will help in their development. Social studies and science activities will help you improve that sociocultural knowledge as it is about learning about other cultures and what you know about them. I implemented an area of the classroom where the

children who had any special needs to carry out the activity felt comfortable and with more support, also I was going to be there to help, already knowing that the other children were fine with what they were doing. I did this because I know that not all children are the same and that everyone learns differently and at different levels.

Strategies and Connections

With these planned enrollment strategies and supports, I will be able to reduce learning gaps, increase achievement for all children, and allow students to share and participate in the learning process while solving their problems as they learn new information. You can also get very good learning and comprehension results, which is the first reason I create these activities. It enables children to continue learning in an interconnected way, without the restrictions often imposed by subject boundaries. Emphasizes the importance of maintaining partnerships with families; know children and how they learn; build on community and cultural context. it also encourages the development of lifelong skills such as organization, problem-solving, communication, and self-assessment.

Assessment

The last day of the week, the day you chose to reflect on the three activity plans. 98 percent of the students said they learned a lot from the activities and 2 percent just didn't understand a little about the traditions of the cultures but I was able to explain more thoroughly and in the end, they understood.

Conclusion

Creating a unit based on topics was very easy since I had already done it in my old class last semester in which I created activities on different topics. Also, I love that my students w gain

so much knowledge and nothing more than overcoming the weakness and reinforce their strengths. I will be so in charge that everything satisfies their emotional, psychological, and physical needs. The decisions I made when choosing and designing the activities and subthemes for my class and the children to develop them were well structured and improved their learning and development of their domains, motor and skill, and intellect. Some with the purpose that they have fun and can share, share opinions in a constructive way. Obtain an apprenticeship where they can communicate and, at the same time, obtain learning and some kind of skills that can help them further in the academic field and the future.