

# Activity Plan

BreannaBatten

Designed by:

OVERVIEW/FRAMING			
This Activity Plan is part of a larger Learning Experience Unit on: Summer			
<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>The activity storytelling is developmentally and culturally appropriate for the group of learners for pre-k because the children will get a chance to engage in a circle to use objects for prompts to tell a story saying one or two sentences. They can also pick out objects to tell a story. When kids go camping they would need different materials such as a tent, sleeping bag and food, collect wood to make food, they can have picture cards to tell a story, they can see different animals like squirrels, bears, foxes and birds, they can go fishing and make a pretend fire. The main focus that the kids are getting from this is the different types of activities that they are going to be learning. During this activity they are going to be learning about the environment. They are learning it by knowing how to prepare for camp.</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>The kind of questions that will be explored are:What are the kids learning through this activity? How are they learning from it? The new connections and ideas will be engaged through this activity using highly relevant short stories to help learners absorb difficult concepts, capture learners' attention by applying a universal story structure, and use stories to deepen engagement.</p>		
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts-yes Drama-yes Emergent Literacy-yes Social-yes	Music-yes  Mathematics -yes Studies-yes	Movement/Dance -yes  Science -yes

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	Pre-K

<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>Visual arts has to do with the content focus because this shows that the kids can be creative through anything. To explain, they can be painting, arts and crafts, and pretend to play. Being social is a good idea for children because it shows that kids can meet new people and work together. Music is good for children because they get a chance to learn the different beats and sounds that come with it. They can also learn how to make music by using their hands, feet, mouth and using objects. Kids learn science by exploring different experiments and go on adventures. When it comes to movement and dance kids start to get active and energetic. At this time they start to be loud and very happy to play. Doing mathematics for kids is easy because they are learning how to deal with numbers and how they can structure them. Drama for kids can be fun for kids because it involves acting and pretend play. Emergency literacy for kids is about getting them ready for them to learn how to read and write. Studies for Pre K is good because it's about fine/gross motor skills.</p>
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Kids would misunderstand the topic/content because the only thing they are going to think is camping is fun to do, overall camping is about how to survive. By addressing this, I would turn it into a fun activity. For ex. Letting the kids find wood to make a pretend fire and find food.</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><sup>[1]</sup>.</p>	<p>Learning how to read and write  Explore different things in camping such as insects  Social interaction  Environment</p>

## MATERIALS & LEARNING ENVIRONMENT PREPARATION

<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• Tent</li> <li>• Sleeping bag</li> <li>• Wood to make prent fire</li> <li>• Arts and crafts</li> <li>• Paint brushes</li> <li>• Water for paint</li> <li>• Paper</li> <li>• Crayons</li> <li>• Music</li> </ul>	<b>LEARNING ENVIRONMENT</b> <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
<p>Frome lesson plan</p> <p>Make changes to improve your work from core assignment 3.</p> <p>I would have a Meeting area so the kids would know what to do, art center so that children can choose to paint or draw.</p>	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Fun</li> <li>• Explore</li> <li>• Experiment</li> </ul>	<p>Different type of books:</p> <ul style="list-style-type: none"> <li>• Summer Songs by Kevin Hentes</li> <li>• One hot summer day by Nia Crews</li> <li>• Happy by the sea by Gene Zon</li> <li>• My awesome summer by paul Meisel</li> <li>• Summer Days and nights by Wong Herbert Yee</li> </ul>

<b>THE LEARNING EXPERIENCE</b>	<b>Multimodal Engagement</b> <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	<b>Differentiation</b> <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>
--------------------------------	--	--

<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience?</i>  <i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>The book I chose is Arthur goes to camp by Marc Brown. To engage the children in this experience, I would explain to them who Arthur is in the story and how he was over summer because of the animals that he didn't like. The question that I would ask is , " What will children learn from reading this book"?</p>	<p><b>Personalizing:</b> Children get to choose to stay inside or outside  Adjusting: Allow them to choose their own materials, encouraging them to consider non-traditional elements.  Reflecting; Talk about their goal that they have</p>	<p>I will modify this activity for learners with different styles and needs by doing different activities or routines. For example, the kids with disabilities can color or paint. Also they can have small stuffed toys to play with.</p>
<p><b>The activity</b>  <i>What will the children be doing?</i>  <i>List the procedure step-by-step.</i>  <i>What will you say or do to support their process?</i></p>	<p>Children will be doing storytelling by using prompts. For example, they can tell a story about camping and talk about the different types of materials they need. The materials are a tent, sleeping bag, food, collect wood, picture cards to tell the story. The children can also talk about the different type of animals such as squirrel, bears, fox, and birds.</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>The opportunities that I will offer the children to respond to and reflect on this activity by letting the whole class come together to sit in a circle to talk about what different ideas they have about camping.</p>		
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>Optional section</p>		

## GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning in the following domains?*

<b>Cognitive/thinking</b>	Sharing different opinions
<b>Physical</b>	Taking care of themselves
<b>Social/emotional</b>	Interacting with other by making new friends and meeting new people. Kids feeling happy, sad, excited , moody
<b>Language/literacy</b>	Learning how to read and write
	..... List 3-5 target vocabulary words: Create, Design , Imagine
<b>Content Area(s)</b>	

## STANDARDS/GOALS

*What Pre-K Common Core Learning Standards (CCLS)<sup>[2]</sup> are addressed in this activity?*

Domain 1: Approaches to Learning	PLAY AND ENGAGEMENT IN LEARNING CREATIVITY AND IMAGINATION CURIOSITY AND INITIATIVE PERSISTENCE
Domain 2: Physical Development and Health	PHYSICAL DEVELOPMENT PHYSICAL FITNESS PHYSICAL HEALTH AND WELL-BEING PHYSICAL SAFETY
Domain 3:	SELF-AWARENESS AND SELF-MANAGEMENT SKILLS SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

Social and Emotional Development	<p>DECISION-MAKING SKILLS</p> <p>ADAPTABILITY</p>
Domain 4: Communication, Language, and Literacy	<p>MOTIVATION</p> <p>BACKGROUND KNOWLEDGE</p> <p>VIEWING</p> <p>VOCABULARY</p> <p>REPRESENTING</p> <p>READING FOUNDATIONS</p> <p>READING</p> <p>WRITING</p> <p>SPEAKING AND LISTENING</p>
Domain 5: Cognition and Knowledge of the World	<p>COUNTING AND CARDINALITY</p> <p>Operations and algebraic thinking</p> <p>Measurement and data</p> <p>Geometry</p> <p>Physical Science</p> <p>Life Science</p> <p>Earth and space science</p> <p>Engineering design</p> <p>Individual development and cultural identity</p> <p>Civic ideas and practices</p> <p>Geography, Humans and the environment</p> <p>Time, continuity and change</p> <p>Economic System</p> <p>Dance</p> <p>Media Arts</p> <p>Music</p> <p>Theater</p> <p>Visual Arts</p>

--	--

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i>	If the children don't get the big idea or explore the overarching question, I'm still going to let the kids have fun because they are being active and social. We can have a conversation about what kids do during camping.

POST-ACTIVITY REFLECTION <sup>[3]*</sup>	
<i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning? What, if any, surprises were there? What, if any, challenges were there? Record the results of your authentic assessment activity.</i>	Do not need to do

<i>How would you modify this activity the next time to make it more successful?</i>	
---	--

---

[1]. Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

[2]. *For CCLS, please go to the following URL:*

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common\_core\_standards/pdffdocs/nyslsprek.pdf"

\* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.