

Activity Plan

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Curriculum Topic: Transformation (arts)

OVERVIEW/FRAMING

TOPIC

Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.

The arts activity will allow children to see a creative way to express transformation. This visual arts activity can be beneficial to teaching the children a fun way to explain transformation. The topic of the activity is transformation and to transform means to make a thorough or dramatic change in form, appearance or character. To learn this concept, children will begin the unit by considering the question “What changes around me?” Children may be having mixed emotions about transitioning into kindergarten. These activities are culturally appropriate for the children because it will give them a better understanding of changes and processing their emotions. This is also culturally appropriate because children will be taught that changes are okay and everyone can be accepted regardless. This can better the children’s cognitive development skills.

<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>While doing this activity the questions that will be explored are about what connections the children have made with transformation through the activities. There will be focus questions like what changes around me? What objects can change? What kind of change happens in nature? How will they continue to change and grow? New connections can be made when engaging the activity. Children can understand the unit 10 curriculum I more depth. Asking children questions after the activities can give them a better understanding to process what was learned.</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music Movement Drama Social Studies</p>

KNOWING THE LEARNERS	
AGE RANGE:	

CURRENT DEVELOPMENT:

What do you know about the current growth of learners in this age range for the content focus?

When a child is the age 3-4 they should be able to know certain things by the time they go into kindergarten. The growth of a child in pre-k should be cognitive and social development. Children at this age are learning how to count at least up to the number 10. Children should be able to say their first and last name and know the abc's. They should be able to sort colors by shape and differentiate colors. Children are now just getting the gist of simple things. The focus is for the children at pre-k level learning to be able to have enough knowledge to go to kindergarten.

What misunderstandings might children in this age have about the topic/content and how do you plan to address this?

When it comes to transformation it might be difficult for children to acknowledge change . Transformation can be addressed through the activities because children can have a simpler way to understand the concept. I plan to address any confusion the children might have with the curriculum web. The activity will help them process and apply what is being learned to prepare them for pre-k. There might also be understanding from the color mixing arts activity and how the colors mixing relates to transformation. I would fix that by asking the children questions and observing after this activity.

SOCIO-CULTURAL CONTEXT:
*What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date? **

This unit is perfect for socio cultural because the classroom has all different kinds of cultural backgrounds. Each child has an individual learning styles. If there are children who speaks different languages it can be incorporated into the lessons and the learning experiences. What this Unit teaches the children is being different and changes are okay. They can share their cultures and it can be incorporated in one of the activities. Many NYC early childhood classrooms include a linguistically, racially, ethnically, and economically diverse group of young children who bring unique perspectives, grounded in their sociocultural experiences,

MATERIALS & LEARNING ENVIRONMENT PREPARATION

MATERIALS

What materials will you need to teach this activity?

*List **all books (title and author) and materials**, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup*

LEARNING ENVIRONMENT

What modifications will you need to make to the classroom to support this activity?

Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.

Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.

EVENTS/RESOURCES

What events or resources, including people, might you need to arrange in advance?

Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.

<ul style="list-style-type: none"> * “Those shoes” by Maribeth Boeltz * “The very hungry caterpillar” By Eric Carle * “What do you with an idea”by Kobi Yamanda * Materials * Construction paper * Computer paper * Paint * Paper plates * Paint brushes * Water in a cup 	<p>*I would create an open space at a table to be able to Supply red, yellow and blue paint and invite children to explore coloring mixing and how the colors can change into new colors.</p> <p>*In order to do this activity you I would have them bring some of the supplies like construction paper nd paint to do the mixing.</p> <p>*Then I would have to have the classroom, and the children to gather together so they could discuss how the colors changed.</p> <p>* I would empty out the science center and connect it to the art center because there wouldn’t be enough comfortable space to conduct the activity</p> <p>I would also put covers over the tables to keep the stations clean</p>	<p>The children will be arranged in groups each child will be at a station o incorporate the Unit 10 theme which is transformation. The children will be transitioning in the classroom. The parents can be invited for the art activity to see their children art work after and see how the children combined the different colors. I would make sure that the children mix the colors in groups and at the end of the activity they will visit different groups and see who made what color and how it is different.</p> <p>Parents can come and see their children’s art work after because after the child mixes the color they can create whatever design they want.</p>
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<p style="text-align: center;">THE LEARNING EXPERIENCE</p>		<p style="text-align: center;">Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i></p>	<p style="text-align: center;">Differentiation <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
<p>The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>I would begin the activity by asking the children “ do you know how we get different colors”? I would follow that question up by saying “ what do you think about this color?” As I show them a color. After a few responses I would continue to tell them well today kids we are going to be doing an arts activity.</p>	<p style="text-align: center;"><i>This is auditory because the children will use their voices and cognitive development to express their</i></p>	<p>Every child will be accommodated because there is no standard to be made this is basically a free hand activity. The children who are</p>

<p>The activity What will the children be doing? <i>List the procedure step-by-step. What will you say or do to support their process?</i></p> <p>Remember: <i>This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</i></p>	<p>I would give simple instructions for the children to understand First we will have three different colors. I would ask them can you tell me what color this is” and then once they answer I will proceed *Then I will pour yellow, blue ,and red paints in paper plates * The children will get 20 minutes to mix the colors. I would stop and every station and ask them what color they made and give a compliment * Then they will share with the class and incorporate transformation * Children will speak to each other and say one thing that changed from the begging of the activity. For example they made the color green</p>	<p><i>understanding of the concepts</i></p> <p><i>This is visual Spatial because the children will perceive visual information from their art work</i></p> <p><i>The children are Linguistic because they will work together and express their definition of transformation</i></p>	<p>disabled will feel comfortable because they will have as much time as they need and I will have a faculty member help them draw and mix the paints. The children who are hyper or can not speak the language will have the help they need. This activity will have a straight forward meaning for the children to understand.</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>At the end of this activity we will return to the mat and ask the children what they enjoyed about this project. I will ask them how did you see how blue and red mixed made purple. Then I will make a connection to one of the books for example “the very hungry caterpillar”</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On future days this activity can be extended to another day because there can be a similar activity. Instead of only mixing primary colors we can mix secondary colors as well.</p>		

GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning be in the following domains?
Use your knowledge of child development and milestones and the theories of child development you have studied.*

Cognitive/thinking

This activity encourages children to use their cognitive development to be able to differentiate colors and learn about transformation

Physical

This activity promotes gross motor development because the children are mixing different colors and moving to different stations. I also helps with fine motor skills because the children are communicating with each other and answering focus questions while conducting this activity.

Social/emotional

This activity helps the children with their social development because they are working in groups mixing the paints. They are also having a discussion about how their painting changed. This helps them have good communication skills.

Language/literacy

(transform ,transition, stages, purpose, develop, after, appearance, combine, experience, and feelings.

List 5-10 target vocabulary words

*(Remember: These should be **challenging** vocabulary words, not common words that the children should already know. You want to **increase** their vocabulary.)*

Creative Arts	This activity helps children with visual arts because the children are mixing the colors to understand the concept transition. They are using a creative way to learn the curriculum.
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<p>STANDARDS/GOALS</p> <p><i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity? Be specific—choose those standards that are actually targeted 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>Domain 1: Approaches to Learning</p>	<p>1.c Actively and confidently engages in play as a means of exploration and learning. 2.d engages with classmates to see the colors transition 4. Actively explores how things work in the world</p>
<p>Domain 2: Physical Development and Health</p>	<p>2.a Demonstrates awareness and understanding of healthy habits. 3.b maintains balance during sitting, standing, and movement activities 5.a uses paintbrush to draw and has little muscle and big movement</p>

<p>Domain 3: Social and Emotional Development</p>	<p>1.f Adapts to change.</p> <p>2.c uses facial expressions and emotions when interacting with other children</p> <p>2. b. Appropriately names types of emotions and associates them with different facial expressions, words, and behaviors.</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>1.b With prompting and support, students will compare and contrast art work relating to the same topic.</p> <p>4.c With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>3.a demonstrates age appropriate behavior when working with other children</p>

<p>Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)</p>	<p>5a Expresses an understanding of artistic difference among cultures. 5.c Develops an understanding of how people and things change over time and how to relate past events to their present and future activities. 5.b Acquires knowledge about the physical properties of the world.</p>
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AUTHENTIC ASSESSMENT

1. *What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?*
2. *What evidence will you gather to assess each child's developmental progress?*
3. *Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*

After the activity I will offer the children the opportunity to put their art work on the bulletin board . I would have a community board where their art work could be shown and ask the children to create pictures that showed the ideas they developed in their transition activity . Then as a class we could invite another class to come for a “gallery opening” where we would have each child paired with another child from the other class to show the collection of pictures.

POST-ACTIVITY REFLECTION

<ol style="list-style-type: none">1. <i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i>2. <i>What surprises might there be?</i>3. <i>What challenges do you envision in implementing this activity?</i>4. <i>How might you modify this activity the next time to make it more successful?</i>	<p>The aspects of the activity would be the most successful is the arts of it. Children get to express their creativity through art and learn the curriculum. It was successful in the Child's growth because the children where able to experience how transformation happens in many ways. The children can also apply what they learned from this activity to help them transition into kindergarten. This activity not only expanded their social development but their cognitive development as well</p> <ul style="list-style-type: none">* The surprise might be how the children incorporate the lesson plan in unique ways in their art work. Also how well the children work in groups and are able to express themselves* The challenges during this activity is helping the children get out of their comfort zone if they are shy and expanding their horizons with creativity.* I might modify this activity next time by incorporating more colors for the children to mix. That way they can see more transformation happen.
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