

Briana Crespin

ECE 211

Commentary paper

The topic of the all domains in each 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. 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. This activity was designed to incorporate art into the unit 10 transformation and it was applied to the curriculum in a fun way for the children. This unit is perfect for socio-cultural because the classroom has all different kinds of cultural backgrounds. Each child has an individual learning style. If there are children who speak different languages it can be incorporated into the lessons and the learning experiences. What this Unit teaches the children is being different and having changes made 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. The learning experiences connect to the larger theme of the curriculum web because each activity had a different domain but one thing they had in common was that all activities incorporated transformation. Every child will be accommodated because there is no standard to be made; this is basically a free hand activity. The children who are 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 straightforward meaning for the children to understand. This activity will accommodate every child because the classroom will be moved around to assure comfort while they draw. The activities encourage children to use their cognitive development. The curriculum activity is also a good way to help the children who are shy break out of their comfort zone and it will improve the children's social development skills. The activity provides musical, interpersonal, linguistic, visual-spatial, bodily- kinesthetic (tactile), auditory multimodal engagement. This activity will also prepare the children to transition from pre-k to kindergarten. The activities overall can be applied in the child's life even when not in class because being able to understand transformation is important. For example from domain one it says "Actively and consistently engages in play as a means of exploration and learning." Designing this activity plan was helpful to see what I would want to incorporate in lesson plans when I am teaching.

