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Final Capstone project

The unit/curriculum theme: Transformation Unit 10

Activity Plan: For the third activity plan I wanted it to be a continuation of the second activity plan because the lesson of transformation has a powerful meaning and I think that the children will really enjoy it. It will be a literature lesson on transformation because the children will be reading. This will be followed by an activity using science; this correlates with science because it includes chemistry. The color changing is a reaction that occurs that makes it a chemistry lesson and biology. Children will mix primary colors with secondary colors and watch the colors transform. The children will have four books to choose from and discuss what the book means to them. I will also give the children the option to do the activity to their liking because I think it is important to let the children express themselves freely.

Describe the Activity you plan on doing: The activity that I plan to conduct in the classroom will be a literacy activity. The children will read or I will read to them "The very hungry caterpillar" by Eric Carle. The second book will be "Before After" by Matthias Aregui and Anne Margot Ramstein. The next book option will be "From caterpillar to butterfly by Deborah Heiligman". There will be an extra book option to choose from which is called "Little blue and little yellow" by Leo Lionni. I chose the books in particular because it correlates to the activity plan lesson which is transformation. Then there will be a hands-on activity where the children will mix primary and secondary colors and draw a butterfly or what a butterfly means to them. This will be a fun way to incorporate transformation in a way the children will not be

overwhelmed and will enjoy conducting the activity. The colors changing is what is transforming and the children can relate it to the books that were read in class. Before conducting the activity the children can be asked probing questions and discuss it with the class at the beginning and towards the end to see if the children still feel the same way. As well the children will be asked to create a hypothesis to what they think will happen when the colors are mixed. This will make



the children use their critical thinking skills because they will be questioning and then get an answer after the activity has been conducted. Their predictions will confirm if the hypothesis is correct or not. This activity is a great way to stimulate the mind.

Indicate one or more related subject areas the activity is related to:

Visual Arts *Music* Science *Movement/Dance Drama* Language Arts *Mathematics* *Social Studies*

What instructional materials will you need to teach this activity? The materials that I will need to teach this activity are the one out of four books that the children have chosen because it is what puts the activity plan together on transformation. The first book needed is "The very hungry caterpillar" by Eric Carle. The second book will be "Before After" by Matthias Aregui and Anne Margot Ramstein. The last book option will be "From caterpillar to butterfly by Deborah Heiligman ". This will be the material needed to start the learning objective on what transformation means. Then the next material that is needed is construction paper and primary colors. The three colors that will be used in this activity are simple: it will be red, blue, and

yellow. The paint will be water paint. I will also need scissors in case the children want to cut out their butterflies. At the bottom of their drawing they will write what butterflies mean to them



and what colors they made. This activity will only require pencils, paint, scissors, and paper. It is a simple activity to simulate the children's minds and get them to think about the lesson. There can also be two different papers because the children can have one color that they create and draw the caterpillar.

Then with the second color created they can draw the butterfly as well.

How will you prepare your classroom for doing this activity?

I will prepare the classroom for doing this activity by having visual materials. For example I will have the blue, red, and yellow paint laid out. I will also have the paint brushes and water so that way they will be ready to do this activity. During the literature portion of this activity I will move the entire class to the rug area to read. Then when the class transitions to the hands on portion I will put them seated in desks. The children will be separated into small groups of four for each table. At the end of the activity plan I would have children gather back at the rug area to discuss what transformation means to them. This is a simple activity so there will not be that many props or moving around. I wanted the activity that I had chosen to be small and simple so that the children would understand transformation and process what is being taught. The guided questions will also prepare the classroom for this activity. What do you think will happen when you mix blue and red together? This will also help the children make a hypothesis and give

meaning to the activity because they are learning what is happening to the colors. The classroom will have two transitions only which is from the rug to the desks.

How will you *introduce* (or spark) children's interests to carry out this activity? What will inspire their ideas? What questions might you ask to encourage them to think through their ideas? **How can you connect this activity with common aspects of the children's own "culture"?**

This activity was inspired by reading and interpreting the book of choice. I would let the children choose out of four books which book they prefer to read. Then I would have them conduct a free hands on activity. This will inspire the children's ideas because it will spark creativity for the children. I would ask the children guided questions like what does transformation mean to you? How did the caterpillar turn into a butterfly? What is the process called? What changes around me? How can I change and grow? I would let them answer the question to oversee because there is no right or wrong answer. What I mean when I say that there is no right or wrong answer is that it is probing questions and children are able to express what they believe or think freely. This would be to encourage the children to learn the vocabulary words that way they can use it in real world scenarios. I would also spark the children's interest in the activity by having them mix the colors. The child will also catch interest because they will be testing their hypothesis and confirming what they thought. For example when I mixed this color I got this color the child can predict and get the outcome. I would encourage the children oh wow what color that made? Then I would tell the children their art work looks good to encourage their brainstorming and creativity. When children are encouraged and like what they are doing this will motivate the children to learn. I would connect this to a Child's culture because I would have the children use this turn transform and connect it to their

culture in the real world. I would also give the child an opportunity to choose what they want to draw like for example if they want to draw the butterfly they can. I believe that this activity was meant for children to determine what transformation meant to them and create their own definition.

The activity step-by-step

Step 1: The activity that I plan to conduct in the classroom will be a literacy activity. The children will read or I will read to them " The very hungry caterpillar" by Eric Carle. The children also have a second option which is "Little blue and little yellow" by Leo Lionni. The children will have the option of what book they desire to read. This way of teaching will allow the children to make their own decisions and feel more confident when conducting the science experiment.

Step 2: Once the children have chosen the book of choice I would ask the children why they decided to pick that book. The children will proceed to make a hypothesis and after the activity confirm if the hypothesis is correct or not. They can make a prediction for example like "when I mix blue and red I think it will turn to the color green". It does not matter if it is accurate or not as long as they are following the instructions and using critical thinking skills.

Step 3: I would have the children read the books. Then ask them guided/ probing questions to encourage discussion. What changes around me? How can objects change? What kinds of changes happen in nature? How will I continue to change and grow? Etc. Then I would have the children write down vocabulary words and what transformation means to them it can be any

response. The vocabulary can be for example changes, colors, primary, and secondary. These are new words that are used during the activity.

Step 4: Then the children will develop social skills because they will share about the book with their classmates and their interpretation. They will also develop social skills because the children will interact with the teacher through discussion and voicing what they think.

Step5: The children will then gather at the desks and conduct the hands-on activity which is to mix the primary and secondary colors.

Step 6: The children will create a butterfly with the colors. Then they will share what their drawing means to them. The children can also have an option to draw a caterpillar with one color and then draw a butterfly with another color. This can show the children to use the different new colors that were created. The children can also use the colors to draw what their hearts desire. There is no limitation.

Step 7: The children will gather at the rug and discuss what they thought about the activity. The children will also connect the activity to the real world and scenarios that have happened. Children have very complex answers and the main objective is to let the children express themselves. The children will share how or why their hypothesis came to the conclusion of their results.



What will children learn from this activity?The children will learn how to better understand the concept of change which is also transformation. The children will learn how they have transformed in the real world. For example going from pre-k to kindergarten is a huge transition which they can use to relate to the activity. The children will have learned social and emotional skills because they will interact with each other on what the activity meant and speak to one another. The children will also learn literature skills because they will be reading books and interpreting what the text meant. The children will learn science in particular this activity involves chemistry and biology. This includes those science components because they will be changing primary colors into secondary colors. There will be elements that are changed when conducting the activity which in a sense is an experiment because the children are learning the unknown and testing their hypothesis as well. The children will use their cognitive development skills to conduct the activity because they will be thinking about what changes that they experience and how these changes correlate with what happened in the book that was read in class . The children will also learn the probing questions that will be asked by the end of the lesson.

How might you assess/evaluate what they have learned from the activity?

I would evaluate what the children learned from the activity by evaluating if they understood the meaning of the vocabulary. If the child is able to give an example of something that changed or is transforming I would think that the child understood the activity. I would assess the activity by if the child mixed the colors and drew what their meaning of a butterfly is. To learn the concept the child should have considered the question: what changes around me? The way the child is playing and

conducting the activity will help me determine if the child understood the activity. Transformation is a complex topic and a hard topic to grasp so as long as the child knows something that changes or their definition of what it means to them will help me determine what the child has learned. This will show that the children have used critical thinking skills. If they answer the probing questions and determine why primary colors have turned secondary. This is a fun activity that every child will be able to learn something that is important. The focus/guided questions as well will determine what a child has learned if they are able to answer and communicate. The children can also connect the lesson of transforming and connect it to the different cultures around the classroom for instance. The lesson has many meanings and it all determines how the child has interpreted it.

Commentary

1. I would do the activities in order from one to three. I would first introduce the activity or curriculum as a whole. I based my activities on transformation but with different topics. The first activity was a Math lesson that shows transformation through nature. This mini activity will show children how to count numbers. It will also introduce the concept of transformation in a real world scenario. The second activity is transformation through science because the children would mix primary colors with secondary colors. Then create a picture of a butterfly and correlate it with the literature that was read. The third activity will be to choose one book out of three books ``The very hungry caterpillar" by Eric Carle. The second book option will be "Before After" by Matthias Aregui and Anne Margot Ramstein. The last book option will be "little blue and little yellow" by Leo Lionni. I chose these books that way it correlates to the activity plan lesson which is transformation. I would do these activities in this order from other activities happening in the classroom because it helps the children understand better in this order. In this order it

makes sense as well to conduct the activities in that order that way the children do not get overwhelmed.

2. The children will learn how to incorporate transformation in counting and it will influence engagement in the second activity because the children will want to use the new vocabulary in different ways. Once the child sees for example the number of flowers increases and it is used in nature in the real world. Then the children will want to use transition in the science activity and This will encourage creativity. The child will understand the concept and even feel motivated for the last activity as well.

3. The children will learn how to better understand the concept of change which is also transformation. The children will learn how they have transformed in the real world. For example going from pre-k to kindergarten is a huge transition which they can use to relate to the activity. The children will have learned social and emotional skills because they will interact with each other on what the activity meant and speak to one another. The children will also learn literature skills because they will be reading books and interpreting what the text meant. The children will also learn science as well in some sense because they will be changing primary colors into secondary colors. The children will learn how to use their cognitive development skills to conduct the activity. This will inspire the children for the third activity because they will be looking for new ways to use literacy and incorporate transformation. For example in the literacy activity where the children will read books that will inspire the child to want to learn more.

4. I hope that all my activities have the same theme in common which is transformation but incorporated in nature. This is because I wanted the activities to be a curriculum and the children

can really learn instead of having one lesson to learn a topic the children can learn in three instead. I want all the activities to show the children that transformation can be used in the real world and they can use this knowledge when they leave the classroom. I also want the children to improve their cognitive, emotional, social development as well. The children should be able to learn all the vocabulary and focus questions by the end of the three activities conducted.

5. The activities that I proposed support the literacy development for children of the age group that I work with. I have observed the type of literacy development the children have in my field work. That is why I chose hands-on activities where the child will not have to write because at the age of three and four the children do not know how to write that well. That is why at the end of each activity I will have the children discuss vocally or if they write, ask them what they wrote and that will be their understanding even if its scribble shows that the children know what to do. The books that I choose will support literacy development because this book isn't too hard and still shows transformation. The children at this age are still learning to count and read but everything is a learning process.

6. The activities that I proposed are informed by my knowledge of socio-cultural backgrounds in the class. During the activity the children will discuss what transformation is and it can relate even to their culture or social. I chose this activity because it can incorporate the real world and every child's personal background can feel included. The lesson's meaning is whatever it means to each child there is not only one learning point.

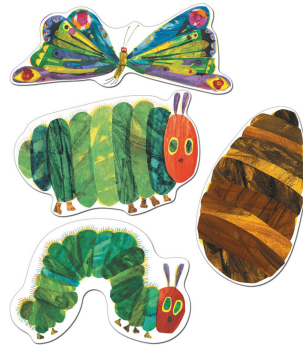
7. Instructional strategies and planned support are appropriate for the whole group, individuals, and groups with children with special needs. This is because each child gets instructions on what to do for the activity that way no child feels overwhelmed or left behind. Children with special

needs might need accommodations or extra instruction to process the activity and it is important as an educator that no child gets left behind. With planned support you can plan the activity based on the children's needs.

8. The activities that I have created so far fits with a larger classroom curriculum because each activity has their own meaning. For example the first activity incorporates mathematics, the second science, and the third activity shows literacy. This can fit in a larger classroom curriculum because it was one theme or main lesson which is transformation in nature. Larger classrooms tend to have activities based on a larger curriculum which is similar to what I did for the activities. All the activities show literacy but add a different form of learning as well because counting in a way for example is still considered literacy. The children also read a book as well for each activity.

9. The evidence that I have gathered to make sense of what children have learned from the activities implemented so far is if the child is answering the focus questions as well as conducting the activity properly. This is how I determined if the children learned in the second activity is by seeing if they understood the meaning of the vocabulary. If the child is able to give an example of something that changed or is transforming I would think that the child understood the activity. I would assess the activity by if the child mixed the colors and drew what their meaning of a butterfly is. To learn the concept the child should have considered the question: what changes around me? The way the child is playing and conducting the activity will help me determine if the child understood the activity. Transformation is a complex topic and a hard topic to grasp so as long as the child knows something that changes or their definition of what it means to them will help me determine what the child has learned. This is a fun activity that every child

will be able to learn something that is important. The focus questions as well will determine what a child has learned if they are able to answer and communicate.



little blue and little yellow



by Leo Lionni

Dragonfly Books — New York

Commentary- video based

1. During the video I had challenged the children when I asked them probing and critical thinking questions. After the reading of “Little blue and little yellow” by Leo Lionni I had asked the children what they learned about the book. One child had responded “yellow and blue changed”. Then on a paper I wrote the critical thinking question which was “what are changes?”. The children were challenged and they related it to the book they responded with red yellow changes and so on. It was effective because the children still showed that they learned and were engaging during the activity. The children effectively showed that they understood what transformation was because they all gave great examples and described what color they thought would make another color. This also showed foreshadowing for the activity and the children started to gather their hypothesis which shows that this challenged their thinking process. The only thing I wish I did a little differently was get one of the students to engage a little more because he was shy but I still think he did great at conducting the activity. Tajah had expressed that she was making a rainbow. Then aliyah said she was making green and purple. Mohammad had shown that he

made an orange like color and he described it as a galaxy. This shows that they had knew what colors they made as well.

2 . I demonstrated responsiveness to children with varied needs because I gave additional support. For example there was this one child named Tajah and she did not want to mix the colors so I let her just draw red and express herself freely. Then towards the end she said she was making dark red and as she saw the other children mixing colors she finally began to mix as well. The goal with children who have varied needs is to let them work at their own pace and as long as she is responding to the activity and interacting with other children it shows that she is learning. The three children who conducted the activity were shy as well so I brought them out of their comfort zone in a positive way by asking encouraging questions. I asked what color did you make? Or what are you drawing? These probing questions then helped the children open up and really interact and embrace the activity completely.

3. I asked the children probing questions and this built on the children's responses . This deepened the children's understanding of what they were learning. The probing questions that I had asked the children were what does transformation mean to you? I asked probing questions like what does transformation mean to you? How did the caterpillar turn into a butterfly? What is the process called? What changes around me? How can I change and grow? I would let them answer the question to oversee because there is no right or wrong answer. What I mean when I say that there is no right or wrong answer is that it is probing questions and children are able to express what they believe or think freely. This would be to encourage the children to learn the vocabulary words that way they can use it in real world scenarios. This helped the children grow during the video because I asked challenging questions. Even though the children answered it

turned green it still showed some sort of critical thinking. This also showed social development because the children interacted with each other and shared with the whole group.

4. I engaged children in language and literacy development. When the children read the book “little blue and little yellow” by Leo Lionni they used their words and learned. The children also used literacy development because they learned words like progress, transformation, changes, and differences. The children improved their language development because they interacted and conversed what colors they were making during the activity.

5. I would make certain changes to make my guidance better . Inorder to better support the active engagement of children in the activity. The changes I would make is to be more repetitive that way I could have made sure the children understood. The children were responding to the activity in a positive manner but sometimes children need extra reassurance. I checked on the children overall and made sure they were comfortable and understood what to do. The children participated during reading time, the activity, and sharing time. There is always room for more improvement and I could have definitely spoken a little louder as well because the classroom was loud overall because the other children were playing. Although the children did hear everything I said, that is the only other thing I would change. I like the guidance because the children also had the opportunity to choose the book and they chose “Little yellow and little blue” which I think went perfect with the science component.

6. I would make changes to the set up because I wish I had a smoother transition from the reading time then to the activity time. This change could improve the learning because we sat for a minute waiting for the table to be ready. I had to set up the paint and everything because

the teacher had told me to set it up right before we conducted the activity . That way the other children who were not participating in the activity would not get distracted. Other than that I feel like the materials were fine and the activity was a success.The children drew their version of a butterfly which was a success. I also should have cut out butterflies however. I think the activity was still engaging and the children enjoyed it .

Analysis of children's learning Commentary

1. There can be certain feedback that is provided to support growth and learning objectives. When teaching or doing an activity it is important to make sure you teach it in the best way for the child. Asking critical thinking and probing questions will also stimulate the children's minds and support growth. For goals that are not mastered yet it is important to set them ignored to finally master the goal. Learning objectives can teach children goals for the curriculum. The child can further develop their cognitive thinking skills as well with the learning objectives.

2. I would tailor feedback to support the children's strength and needs. For example there is this child named Tajah in the class she has needs where she does not communicate her emotions. It is important to give feedback in order to work with the children and improve their social skills. When doing the activity I tried this technique which was to ask her guided questions and she reacted positively. I had asked her what color are you making and she said "I'm mixing the reds to get dark red". Even though she did not mix the primary and secondary colors I let her express herself through the activity because she was still interacting which is what is important. Another example of a child was Aaliyah. She had strengths where she liked to read and seemed to be engaged. Then when it came to the activity she had said the teacher said "not to mix the colors" and I simply told her yes you can mix the three colors or any color you want. Then I told her to

remember your hypothesis and let's see if the colors mixed make green. She then seems to engage and just needs the extra support.

3. I would support the children in applying the feedback to guide improvement at a later time. I think it is important to observe the children and let them make decisions on their own that way the child can grow. Unless the child is having difficulty and not conducting the activity I would then provide feedback immediately. The goal is for the child to be successful and learn from the activity and learning objectives. It is a growing experience and there is not any wrong or right as long as the child is applying skills and using their critical thinking , focusing, and creativity it shows that the child is processing the information.

4. Based on the assessment the next step for the class is to do another activity plan where they can use transformation in the real world. For example, compare cultures and describe different backgrounds of each child which shows different changes. The next step for children with special needs is to make an accommodated activity where the concept of the lesson is broken down. Children with special needs sometimes require additional steps but they are capable of learning just like any child is. It is important to observe the child and see the areas where they need help for example, the child might work better in smaller groups.

5. The next steps follow the analysis of the children's learning because it will show if the child understood what was taught. If the child had a definition of what transformation meant to them during the activity and shared with their peers it means that the child is learning. If the child needed extra additional support then they will also receive it as well. One of the children did not want to draw a butterfly but it was okay because the child still mixed the colors. This still shows that the child learned from the activity because they still mixed the primary and secondary colors

and correlated it to the book that was read during reading time. The probing questions answered will also determine the analysis of the children's learning.

6. The next steps follow from my knowledge of child development . This is because the children showed literacy skills. They were able to read intact and make predictions with the visuals of the book as well. The children also developed their cognitive development skills because the activity included multiple components which were literacy, science, and visuals as well. The children were able to discuss what they learned that was science for instance they had made the color green and drew with the colors as well. The child was able to improve on social skills because they interacted with peers when drawing they would say “oh wow how did you get that color Tajah”. The children showed emotional development because they showed emotions or reactions when making their hypothesis on what they thought was going to occur. They also showed fine motor developments during the literacy activity because they were listening to the teacher read to the class. The children showed child development in all aspects based on what I know about how a child's mind processes their cognitive thinking at this age.



<https://youtu.be/uUFLBaLukLk>

Youtube link to Final video just copy and paste and it sends the link to open the youtube video. Thank you

