Earth Day

(Reduce, Reuse, Recycle)

Carissa Ho
ECE 312
Dr. Ruth Guirguis

Name: Carissa Ho

Focused Curriculum Plan
ECE 312

Curriculum Topic : Earth Day

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 active because children in the classrooms can practice recycling daily with the materials they use in the classroom and recyclable trash they have during breakfast, lunch, and snack time. It will also allow constructive learner participation because I can put out recyclable sorting games in the math center that children can play with. I can also ask children how they will be able to make our planet green before they head off to play in their preferred centers. This topic will allow involvement from everyone in the classroom because trash and recyclable items are what we see every day and can be practiced in and out of school.

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

   This topic will foster social interaction among students because we can go to a community garden, and children can plant trees together in small groups. It can also foster interaction between parents and their children because they can continue practicing recycling with the family at home.

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

   This topic will be meaningful for the learners because the group is interested in pets, and throwing trash into the ocean can harm animals. When they learn that trash can harm animals, they might be more interested and persistent in helping the earth. The topic connects to the real world because trash is already harming our planet, and educating children to practice sustainability, can help the planet earth.

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

   This topic allows learners to connect to prior knowledge because they can use what they already know about trash to investigate what they want to learn about trash. I can create a list using chart paper on "What we know about trash?" and "What do we want to learn about our trash?" as a group activity before starting the topic.

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

   This topic will allow learners to develop problem-solving strategies such as making a hypothesis of "What will happen to items we put in compost?" and "How many days do you think it will take for these items to decompose?". It can also allow learners to be creative because they can create and design their compost bins.

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

   This topic will allow learners to self-regulate because when doing a recyclable sorting activity in a group, they will have to wait for their turn. An example would be when a child is aware that they are getting impatient and angry because the wait is long; they have to self-regulate their emotions and then reflect on them to improve.

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

   This topic will help learners build on and change their current understanding of trash. They will build on what they already know about trash and learn that some trash can be reused, such as using old shirts to create bags or reusing plastic bottles for water.

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

   This topic will allow learners to gain more profound knowledge and explanation of the world because they will be able to identify what can be recycled everywhere they go. They will also learn how throwing recyclable trash in the wrong bin affects ocean animals.

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

   Yes, children will be able to use the knowledge gained through this topic and apply it to real-world situations, such as practicing recycling at home, when they go on trips with their families, or anywhere they go that has trash and recycling bins. Children can also create their compost bins at home.

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

    The topic does provide opportunities for children to practice and gain mastery because as they practice sorting recyclable items in school into the correct color bins, they would know which recyclable items or trash goes into which bin without looking at pictures for reference. Children can also practice their answers to the question “How can I protect the earth I live in?” everywhere they go.

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

    I can present this topic to diverse children with developmental and individual differences by providing visual images of the vocabulary in this topic. I can also translate the vocabulary into Spanish and Chinese, and I can teach the topic in smaller groups to make it easier for children to understand the topic.

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

This topic is interesting because it is a topic that children can easily get involved in, and it is also a topic they are exposed to every day. The topic can also be interesting because children will learn how trash can harm animals. The topic of Earth Day is also motivating because children will learn that every time they do something small such as turning off the lights, replacing plastic bags with reusable tote bag, or using reusable water bottles, they are involved in helping the earth.

STEP 2: LEARN THE CONTENT:

1. What information do you (the teachers) already know about this topic? How is it typically taught? What do you think the student know about this topic? List everything you can think of:

I know that Earth Day is on April 22. It is a day when people celebrate Earth to show how much they care about the planet, and it is a day to help raise awareness of environmental issues such as global warming and plastic pollution. Many people practice recycling in the U.S, and in many states, people are required to recycle, or else people will have to pay a fine.

This topic is typically taught by first asking what children know about trash. Then it should go into learning about where our trashes go. After that, children will learn about the importance of recycling. Then children will learn about the types of trash that are recyclable and which bin they get sorted into. From there, children will learn how to reuse some of the things they throw out. Lastly, students will learn what they can do to stop wasting and help the Earth.

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

A. Children's literature

- Hey! That's Not Trash By: Renee Jablow
- Not for me, Please! I Choose to Act Green By: Maria Godsey
- The Mess That We Made By: Michelle Lord

B. Website Information

- https://www.pre-kpages.com/earth-day-activities-preschoolers/
- https://littlebinsforlittlehands.com/hands-on-earth-day-activities-for-kids/
- https://www.pinterest.com/janamarie76/earth-day-preschool-activities/

C. Materials/Resources

- Plastic water bottles
- Cardboard Boxes
- Trash and recycling bins

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

I learned that soft plastic cannot be recycled, and I cannot place compostable in plastic bags. If I put recycling in a plastic bag, the bag will go straight into the landfill, and the materials in the bag will not get recycled. I also learned that wet or contaminated recycled materials could not be recycled.

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

I learned that there are still a huge number of states that does not do a great job at recycling such as West Virginia. I also learned that all states have their own recycling laws.

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. Students will be able to identify and distinguish the different types of trash and sort recyclable items into the correct recycling bin.
2. Students will be able to define and retell what it means to reuse, reduce, and recycle.
3. Students will be able to draw conclusions about what they can do to help the Earth and bring awareness to others about the importance of recycling.

Identify and list **10** key vocabulary terms connected to this topic:
Atmosphere
Reduce
Reuse
Recycle
Compost
Decompose
Plastic
Glass
Bin
Pollution
Environment
Harmful

Activity Plan (Math)

Designed by: Carissa Ho
Curriculum Topic: Earth Day

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.*	This topic is developmentally and culturally appropriate because it is a topic that children have prior knowledge of. It is also a simple and fun way using material they see and use every day to teach children to take care of their environment and raise awareness about it. It is important to know how waste can hurt their community and how everyone can help the community. This activity opens the door for creativity in art for children and can also teach children about mathematic sets.
BIG IDEAS/OVERARCHING QUESTIONS *What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?*	How can trash hurt the environment we live in? What are some things we do that may have possibly harm our environment? Why is it important to recycle? What can you do to stop wasting? What are some materials that can be recycled? How can we tell which recyclable material goes into the plastic, paper, metal, glass, and compost bin? What is similar and different about the recyclable materials?
CONTENT FOCUS: *Identify which content area(s) will be addressed in this activity*	Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Content Objectives: Students will be able to design their own recycling bins. Students will be able to identify and distinguish the different types of recyclables materials. Students will be able to sort the recyclable materials into the correct bin and count the number of recyclable materials in each bin. Language Objectives: Students will be able to compare the similar and differences of the recyclable materials. Students will be able to define “recycling” and explain the importance to practice recycling.

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?*	Learners at this age are becoming more aware and curious about the world around them. They enjoy doing new things and talks about what they are interested or not interested in. In the cognitive development, they are in the preoperational stage and are beginning to sort things in attributes such as color, shapes, and size. They understand that pictures and symbols stand for real thing, and they can count to at least 20 and count items in group. Children at this age range are also able to stick with activity for 10 to 15 minutes. In language development 4-4.5-year-olds can make 6 to 8 words sentences. They are also beginning to ask more questions such as "who" and "why". Children are in the preschematic stage of art where visual ideas are developed. The drawings they create show what the child perceives as most important. They can hold writing instruments with one thumb and two fingers. Children at this age can tell stories, say they are thinking and describe what they are making. They are also able to recognize letter, letter sounds, and can write simple words.
What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?	Some misunderstanding children may have about this topic is that they can just throw everything out in a regular garbage can and can't reuse some of the trash that we throw out. They may get confused with which bin to throw out certain trash in. I can address this by showing children that there are different bins for certain trash we throw out. Children understand that they must throw trash out but may not understand that if they throw trash anywhere, it can hurt the environment and ocean animals. They may also have a hard time differentiating plastic and paper and an example would be milk cartons. Children may also think all the food they eat goes into the garbage and don't know that some food can be composted.
SOCIO-CULTURAL CONTEXT: *What do you know about this group of children in terms of their cultural*	The children in the classroom come from diverse backgrounds. Many of them are dual language learner or bilingual speakers. Some of the languages spoken in the classroom are English, Spanish, and Chinese. Although some children speak Spanish, they come from different parts of South America that have their own unique cultural customs. The children's interests are colors, community helpers, and flowers/trees. The practice of reduce, reuse, and recycle might not be

*backgrounds, learning styles, languages spoken, and learning experiences to date?**	something that the children families practice because of different culture background, but disposing trash is something all culture practice. All the children in this group have prior knowledge about trash even if they recently immigrated to the U.S. They are exposed to trash every day and especially if they are living in NYC. The children see garbage trucks every day, but don't see recycling trash bins on the streets of the city. They may see trash laying on the floor because people just tossed trash on the floor. Households may not practice recycling at home or communities may not have funding to have recycling resources, so children are not exposed to it. Children are exposed to materials in school and at home that can be recycled everyday such as cereal boxes, yogurt cups, milk cartons, and plastic utensils. Children learning about this topic in school can be brought home to the families to continue practicing as well.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS *What materials will you need to teach this activity?* *List **all books and materials**, including any used during the launch/reflection and during set up and cleanup*	**LEARNING ENVIRONMENT** *What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)*	**EVENTS/RESOURCES** *What events or resources, including people, might you need to arrange in advance?*
Sort It Out Song By: GrowNYC Materials: Four large recycled cardboard boxes Medium size plastic bin White Bulletin Paper Scissors Blue, Black, Green and Brown paint	I will make the pretend area into a recycling center using recycled materials and putting recyclable materials inside. The art area will have recycled materials such as scrap paper, paper towel tubes, bubble wraps and etc. for children to use and create artwork.	Take a trip to the SIMS Municipal Recycling Center Have someone from GrowNYC to come into the classroom to talk about recycling. Ask children to bring in recycled items from home.

* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

Markers Crayons Egg cartons Paper towel tubes Scrap paper Newspaper Cardboard box Cereal boxes Shoes boxes Tissue Boxes Paper bags Plastic water bottles Plastic juice bottles Plastic containers Plastic caps and lips Soda bottles Laundry detergent Milk cartons Plastic bags Glass bottles Glass Jar Glass cups Empty canned food Aluminum foil Metal caps and lids Aerosol Cans Compost materials	I will create a sorting game in the math area. The sorting game will be picture cutouts of different recyclable materials and children will have to sort them into the correct category of the material it is made from. Children will plant materials such as plastic spork, apple slice, aluminum foil, and a piece of bread into dirt-filled containers and then observe what will happen to those objects in the dirt. They will learn about the term biodegradable. In the library area, I will put out culturally and age-appropriate selection of recycling book. I will put plastic material and plastic ocean animals into the sensory bin, fill it with water and use brown food coloring. In the block area, I will put cardboard boxes, egg cartons, compact disk, paper towel tube, and cans for children to use and build with. In the meeting spaces, I will have recycling vocabularies along with the pictures and definition. I will have an picture of earth and small recycling bins.	

THE LEARNING EXPERIENCE	
The launch *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 will begin the topic by asking children what they know about Earth Day, trash, and where do they think the trash we throw out go. After learning about where the trash they throw out go, I will move on to the subtopic of "How trash hurt our Earth, and why should I I recycle? After that subtopic is when I will introduce them the different types of materials that can be recycled and the correct bins that the recycled materials go into. I will first read them the book Hey! That's Not Trash By: Renee Jablow to introduce them to the everyday materials they are exposed to that can be recycled and the vocabulary plastic, metal, compost, and glass. The book will also introduce the different types of recycling bins. After the book, I will tell children that they will be creating a class recycling bin and bring in recycled materials from school. The children will then take the recycling bin they made to do a indoor movement activity where they will each sort the recycled materials they brought in to the correct bin.
The activity *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.*	Show the children what the recycling bins look like and then tell them that they are going to use the materials in the art area to create an assigned bin in small groups and then use the bin they create to play a sorting game at the indoor atrium. Introduce plastic, metal, glass, compost, and paper with visuals and things made from these materials. Have children pass around the material and have them touch and feel the materials so that they get a sense of how each of the material feel. Ask children how each material feels. Show children some of the recycled materials that is already in the classroom and sort them into the recycling bins in the meeting area. Tell children to find recycled materials at home such as paper, plastic, glass, or metal and bring them into the school for the sorting game. Introduce children to the materials in the art area that they can use to create their bins such a bulletin paper, paint, markers, and cardboard boxes. Assign the children into small groups and a recycling bin for each of the group to work on.

	After they finish creating the recycling bin, take the bins outside along with the recycled materials they brought into school from home. Place the recycling bins and lay the recycled materials on the floor in front of the bins. Show them the bins that each group created and once again show them the type of materials that goes into each bin using the materials on the floor. Have the children sit on the floor. Demonstrate to the children to how the sorting game is played. The teacher will say "Child's Name, can you pick a recycled item? What item is that and what material is it made from? Can you An action move (hop, skip, run, walk) to throw in out in the correct bin?" The child will sit back down after, and the next child will go. After all the children finished sorting the recycled item on the floor, we will count the number of recycled items in each recycling bin. Compare which recycle bin has more and less items.
Reflection *As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*	Children can reflect on the many types of items we use every day that can be recycled and reused to create new things such as using the recycled cardboard boxes to make recycling bin.

Possible Extensions *What could you do on another day to build on this activity?*	Another activity I can do to build on this activity would be to use the items they sorted in the bin to create ocean animals. I can also have the children create a donation box and have children bring in clothes and toy they don't use anymore to add to the sorting game. The children in the classroom can also create a compost bin to add to the sorting game.
Multimodal Engagement *Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)*	Kinesthetic- Children are using their hands and finger to create recycling bins. They are using their hands and finger to cut, paint, and glue. They are also using their feet and hand as they hop, skip, walk, or run to throw the recycled item into the correct recycling bin. Tactile-Children are using their hands to touch and feel the different types of materials that can be recycled. Linguistic- Children are learning and using new vocabularies such as recycling, compost, harmful, and the recycled materials they brought in for the sorting game. Interpersonal & Intrapersonal- Children are working together in groups and collaborating to create recycling bin. They are also reflecting on disposing trash in the correct bin can harm the environment as well as the amount of recycled items we use every day that can be reused.
Differentiation *How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?*	For learners that are bilingual I can say the vocabularies in their language and then in English along with visuals. I can use cultural recyclable items such as paper and plastic items in different language so that it can help them understand better. For learners that are special needs, I can modify the activity with having fewer recyclable materials out introducing the recycled materials slowly. I can do the activity in small group or individual teaching so they will not feel overwhelmed and learn at their own pace. For children who need support in gross motor skills, instead of telling them to do an action to throw out the garbage, I can ask them for their preferred action that they are comfortable with.

GROWTH AND LEARNING *How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.*	
Cognitive/thinking	This activity can support cognitive thinking because they are thinking about ways, they can utilize the materials they have given to create their recycling bin. This activity also allows children to use what they learned and remember about the different types of recycled material to make the connection to sort them into the correct recycling bin.
Physical	This activity supports their fine motor skill because they are using small hand and finger movements to cut, glue, paint to create their recycling bin. The activity also supports their gross motor skills because they are doing big movements with their legs when running or skipping. They are also using hand-eye coordination skill when tossing the trash out in the bins.
Social/emotional	This activity can support social-emotional learning because the children are working together in small groups to create their assigned recycling bin. The sorting game can also help support their self-regulation skill as the children are waiting for their turn to sort the recyclables.
Language/literacy	This activity can help support language and literacy because children are learning new vocabulary words and defining them and explaining why it is important to recycle.
	List 10-15 target vocabulary words: Atmosphere Reduce Reuse Recycle Compost Decompose Plastic Glass Bin Pollution Environment

	Harmful Litter
Content Area(s)	This activity will focus on the content area of Math because children are able to sort according to the material attributes and count. The activity also focuses on the content area of literacy and language because children will be able to define recycling and the importance to practice recycling. It also have the content area of movements as children are using their fine and gross motors skills to create bins and sort the recycled items. Lastly, it also focuses on the area of visual art as children are creating their recycling bin.

STANDARDS/GOALS *What Pre-K Common Core Learning Standards are addressed in this activity?* *Use the PKFCC to respond.* *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?*	
Domain 1: **Approaches to Learning**	**PK.AL.1 Actively engages in play as a means of exploration and learning** a. Interacts with a variety of materials and peers through play b. Participates in multiple play activities with same material e. Uses "trial and error" method to figure out a task, problem, etc. f. Demonstrates awareness of connections between prior and new knowledge **PK.AL.2 Actively engages in problem solving** d. Engages with peers and adults to solve problems **PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences** a. Uses materials/props in novel ways to represent ideas, characters and objects b. Identifies new or additional materials to complete a task c. Experiments to further knowledge

	d. Seeks additional clarity to further understanding e. Demonstrates innovative thinking **PK.AL.5. Demonstrates persistence.** a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task
Domain 2: **Physical Development and Health**	**PK.PDH.1. Uses senses to assist and guide learning**. a. Identifies sights, smells, sounds, tastes and textures b. Compares and contrasts different sights, smells, sounds, tastes, and textures c. Communicates to discuss sights, smells, sounds, tastes, and textures **PK.PDH.2. Uses sensory information to plan and carry out movements** a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) **PK.PDH.3. Demonstrates coordination and control of large muscles** a. Displays an upright posture when standing or seated b. Maintains balance during sitting, standing, and movement activities c. Runs, jumps, walks in a straight line, and hops on one foot **PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment** **PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills** a.Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) **PK.PDH.6. Engages in a variety of physical fitness activities** a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops b. Participates in activities designed to strengthen major muscle groups c. Participates in activities to promote balance and flexibility
Domain 3: **Social and Emotional Development**	**PK.SEL.1. Regulates responses to needs, feelings and events** a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation c. Demonstrates an ability to independently modify behavior in different situations **PK.SEL.4. Develops positive relationships with their peers**

	b. Interacts with other children (e.g., in play, conversation, etc.) c. Shares materials and toys with other children d. Sustains interactions by cooperating, helping, and suggesting new ideas for play e. Develops friendship with one or more peers f. Offers support to another child or shows concern when a peer appears distressed **PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions** a. Seeks input from others about a problem b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves) c. Uses and accepts compromise, with assistance **PK.SEL.6. Understands and follows routines and rules** a. Displays an understanding of the purpose of rules b. Engages easily in routine activities (e.g., story time, snack time, circle time) c. Uses materials purposefully, safely, and respectfully as set by group rules e. Applies rules in new, but similar situations **PK.SEL.7. Adapts to change** b. Transitions, with minimal support, between routine activities and new/unexpected occurrences c. When appropriate, adjusts behavior for different settings and/or events
Domain 4: Communication, Language, and Literacy	**PK.AC.1. Demonstrates motivation to communicate** a. Participates in small or large group activities for storytelling, singing or finger plays b. Asks questions c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) d. Initiates and extends conversations, both verbally and nonverbally e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) **PK.AC.2. Demonstrates they are building background knowledge** a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-aloud, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly d. Makes comparisons to words and concepts **PK.AC.3 Demonstrates understanding of what is observed** a. Uses vocabulary relevant to observations

	b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”) **PK.AC.4. Demonstrates a growing receptive vocabulary** a. Understands and follows spoken directions b. Identifes pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-aloud, in conversations and in descriptions of everyday items in the world **PK.AC.5. Demonstrates a growing expressive vocabulary** a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations b. Increasingly uses more complex words in conversations c. Uses new and rare words introduced by adults or peers d. Begins to use appropriate volume and speed so that the spoken message is understood e. Initiates conversations about a book, situation, event or print in the environment **PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods** a. Uses facial expressions, body language, gestures, or sign language to express ideas b. Uses existing objects to represent desired or imagined objects in play or other purposeful way c. Uses visual media to represent an actual experience d. Reviews and reflects on their own representations e. Writes and/or draws to communicate meaning with peers and adults during play **PK. ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print** a. Recognizes that words are read from left to right, top to bottom, and page to page b. Recognizes that spoken words are represented in written language c. Understands that words are separated by spaces in print d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name e. Recognizes that letters are grouped to form words f. Differentiates letters from numerals g. Identifies front cover and back cover **PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)** a. Begins to recognize, and match spoken words that rhyme (e.g., songs, chants, finger plays)

	b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, baseball) c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map) **PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills** a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants **PK.ELAL.5. [PKR.1.] Participates in discussions about a text** **PK.ELAL.6. [PKR.2] Retells stories or share information from a text** **PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text** **PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)** **PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator** **PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)** **PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)** **PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning** **PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play** a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others **PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events** **PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)** **PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)** **PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.**
Domain 5: **Cognition and Knowledge of the World**	**PK.MATH.1. [NY-PK.CC.1.] Counts to 20** **PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality**

	PK.MATH.3a. [NY-PK.CC.3a.]When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence) **PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.** **PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?")** **PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects** **PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects** **PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position** **PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10** **PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts**

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.*	To assess each child developmental progress and see if they are getting the big ideas and exploring the questions, I will observe how they do during the sorting game. I can also assess them by asking each child what materials is an item is made from before sending them off to go to centers.

Activity Plan (Social Studies)

Designed by: Carissa Ho
Curriculum Topic: Earth Day

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.*	This topic is developmentally and culturally appropriate because it is a topic that children have prior knowledge of. It is also a simple and fun way using material they see and use every day to teach children to take care of their environment and raise awareness about it. It is important to know how waste can hurt their community and how everyone can help the community. This activity opens the door children to reflect on what they are doing that may be harming their environment and how they can help the Earth. It can also help them think
BIG IDEAS/OVERARCHING QUESTIONS *What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?*	How can trash hurt the environment we live in? What are some things we do that may have possibly harm our environment? Why is it important to recycle? What can you do to stop wasting? What can I do to become more environmentally friendly? How can we encourage recycling in our home or community?
CONTENT FOCUS: *Identify which content area(s) will be addressed in this activity*	Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Content Objectives: Students will be able to become aware of the things they do that contribute to harming the environment. Students will be able to list solutions to help reduce trash and encourage recycling. Students will be able to empathize with the ocean animals when they are harmed by trash and conclude how recycling can help ocean animals and the Earth. Language Objectives: Students will be able to summarize how trash can hurt the Earth. Students will be able to define recycling and retell the importance of recycling.

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?*	Learners at this age are becoming more aware and curious about the world around them. They enjoy doing new things and talks about what they are interested or not interested in. In the cognitive development, they are in the preoperational stage and are beginning to sort things in attributes such as color, shapes, and size. They understand that pictures and symbols stand for real thing, and they can count to at least 20 and count items in group. Children at this age range are also able to stick with activity for 10 to 15 minutes. In language development 4-4.5-year-olds can make 6 to 8 words sentences. They are also beginning to ask more questions such as "who" and "why". Children are in the preschematic stage of art where visual ideas are developed. The drawings they create show what the child perceives as most important. They can hold writing instruments with one thumb and two fingers. Children at this age can tell stories, say they are thinking and describe what they are making. They are also able to recognize letter, letter sounds, and can write simple words.
What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?	Some misunderstanding children may have about this topic is that they can just throw everything out in a regular garbage can and can't reuse some of the trash that we throw out. They may get confused with which bin to throw out certain trash in. I can address this by showing children that there are different bins for certain trash we throw out. Children understand that they must throw trash out but may not understand that if they throw trash anywhere, it can hurt the environment and ocean animals. They may also have a hard time differentiating plastic and paper and an example would be milk cartons. Children may also think all the food they eat goes into the garbage and don't know that some food can be composted.
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?*[*]	The children in the classroom come from diverse backgrounds. Many of them are dual language learner or bilingual speakers. Some of the languages spoken in the classroom are English, Spanish, and Chinese. Although some children speak Spanish, they come from different parts of South America that have their own unique cultural customs. The children's interests are colors, community helpers, and flowers/trees. The practice of reduce, reuse, and recycle might not be something that the children families practice because of different culture background, but disposing trash is something all culture practice. All the children in this group have prior knowledge about trash even if they recently immigrated to the U.S. They are exposed to trash every day and especially if they are living in NYC. The children see garbage trucks every day, but don't see recycling trash bins on the streets of the city. They may see trash laying on the floor because people just tossed trash on the floor.

[*] Note: You are designing this activity for the three children observed for your Student Profiles assignment.

	Households may not practice recycling at home or communities may not have funding to have recycling resources, so children are not exposed to it. Children are exposed to materials in school and at home that can be recycled everyday such as cereal boxes, yogurt cups, milk cartons, and plastic utensils. Children learning about this topic in school can be brought home to the families to continue practicing as well.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS *What materials will you need to teach this activity?* *List **all books and materials**, including any used during the launch/reflection and during set up and cleanup*	**LEARNING ENVIRONMENT** *What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)*	**EVENTS/RESOURCES** *What events or resources, including people, might you need to arrange in advance?*
The Mess That We Made By: Michelle Lord Change Starts With Us By: Sophia Beer Recycling is Fun! By: Charles Ghinga What If Everybody Did That? By: Ellen Javernick I Can Save The Earth! By: Alison Inches 2 Poster Board Colored Markers Crayons Color Pencils Drawing paper	I will make the pretend area into a recycling center using recycled materials and putting recyclable materials inside. The art area will have recycled materials such as scrap paper, paper towel tubes, bubble wraps and etc. for children to use and create artwork. I will create a sorting game in the math area. The sorting game will be picture cutouts of different recyclable materials and children will have to sort them into the correct category of the material it is made from. Children will plant materials such as plastic spork, apple slice, aluminum foil, and a piece of bread into dirt-filled containers and then observe what will	Take a trip to the SIMS Municipal Recycling Center Have someone from GrowNYC to come into the classroom to talk about recycling. Ask children to bring in recycled items from home.

	happen to those objects in the dirt. They will learn about the term biodegradable. In the library area, I will put out culturally and age-appropriate selection of recycling book. I will put plastic material and plastic ocean animals into the sensory bin, fill it with water and use brown food coloring. In the block area, I will put cardboard boxes, egg cartons, compact disk, paper towel tube, and cans for children to use and build with. In the meeting spaces, I will have recycling vocabularies along with the pictures and definition. I will have an picture of earth and small recycling bins.	

THE LEARNING EXPERIENCE	
The launch *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?*	After children have learned about where the trash we throw out goes. I will then ask the children if they have ever littered and think about where the trash they don't put in the trash can will go. After that, I will tell the children how trash can hurt our earth. I will first read the story "The Mess That We Made" By Michelle Lord so that children will learn that littering can harm the animals in the ocean. This book will help children understand that when we do not properly dispose of trash, it can hurt the animals and make the animals in the ocean sick. Children will learn about pollution and how it will make people sick. Then they will learn about how trash can also cause accidents to people. Afterward, children will learn about recycling sub-topics, things they can stop wasting, and how to reuse some of the things we throw out. Toward the end of this curriculum topic, children will come together during circle time to reflect on how trash can harm the environment and what they will do or tell others to do to help the earth. The teacher will ask children in the class what they have done or seen people do that harms the environment and what they will do to help the Earth. After gathering all their respond and putting in in a poster board or chart paper, they will draw a picture of how they will help the Earth and the pictures will be posted on the bulletin board under "Our Promise to The Earth".
The activity *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.*	The children will be sitting down on the rug during center time. There will be two chart or poster board paper in the circle time area. One will be labeled "How do people hurt the Earth?" and the other will be labeled "What can we do to help the Earth?" The teacher will read the questions on the paper and give an example for each of the question. The teacher can say, "I see people hurt the earth when they do not recycle." And "I will help the Earth by reusing the plastic bottle I have.". The teacher will then go around the circle asking each child to answer the questions. The teacher will write the answer of what each child said on the chart or poster board paper. After the children have given their response to the questions, the teacher will then tell the children that they will be creating a drawing on what they will do to help the Earth.

	After the children have finished their drawing, the teacher will put their drawing up on the bulletin board in the classroom under the slogan “Our Promise to The Earth”.
Reflection *As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*	Children can reflect on the harmful impact of trash on the environment. They can also reflect on the responses to “How they will help the earth?” and practice the answer to the question.
Possible Extensions *What could you do on another day to build on this activity?*	Another activity I can do to build on this activity would be to ask the children how they will promote recycling in their home or community. Then the children will implement their answer to their families at home.

Multimodal Engagement *Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)*	Kinesthetic- Children are using their hands and finger to create drawings of how they will help the Earth. They are using their hands and finger to draw. Linguistic- Children are learning and using new vocabularies such as recycling, compost, harmful and environment. They are also talking and sharing their thoughts on the theme. Interpersonal & Intrapersonal- Children are reflecting on disposing trash incorrectly can harm the environment animals. They are also coming up with solutions to help the Earth and promote recycling at home or in their community.
Differentiation *How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?*	For learners that are bilingual I can them the question in their own language and then in English. For learners that are special needs, I can modify the activity by giving them more time to come up with an answer or conduct it in smaller groups. I can also have visuals of how people help the earth and have them point instead of saying it. For children who need support in fine motor skills, I can support them by doing the drawing activity individually to help them with the drawing.

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.

Cognitive/thinking	This activity can support cognitive thinking because the children are thinking about ways to help the Earth. They are also reflecting on how people can be harming the Earth.
Physical	This activity help support their fine motor skills because they are using hands and finger to draw and create their artwork.
Social/emotional	This activity can support social-emotional learning because it can help children become aware and reflect on their actions and others when they litter or see others litter. It can also help build empathy towards nature and animals.

Language/literacy	This activity can support language and literacy because children are learning new vocabularies and using them to answer the questions of "How do people hurt the Earth?" and "What can we do to help the Earth?".
	List 10-15 target vocabulary words: Atmosphere Reduce Reuse Recycle Compost Decompose Plastic Glass Bin Pollution Environment Harmful Litter
Content Area(s)	This activity will focus on the content area of Social Studies because children are learning about the Earth and the environment, building empathy towards nature, and thinking of ways to help their environment. This activity also focuses on the content area of language and literacy because children will be able to use the new vocabulary, and they will learn to conclude how people are harming the Earth and how they will help the Earth. Lastly, it also focuses on the area of visual art as children create a drawing of how they will help the Earth.

STANDARDS/GOALS *What Pre-K Common Core Learning Standards are addressed in this activity?* *Use the PKFCC to respond.* *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?*	
Domain 1: **Approaches to Learning**	PK.AL.1 Actively engages in play as a means of exploration and learning f. Demonstrates awareness of connections between prior and new knowledge PK.AL.2 Actively engages in problem solving a. Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem c. Communicates more than one solution to a problem d. Engages with peers and adults to solve problems PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences a. Uses materials/props in novel ways to represent ideas, characters, and objects e. Demonstrates innovative thinking PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas c. Actively explores how things in the world work f. Willingly engages in new experiences and activities PK.AL.5. Demonstrates persistence. a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task
Domain 2: **Physical Development and Health**	PK.PDH.2. Uses sensory information to plan and carry out movements a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) PK.PDH.3. Demonstrates coordination and control of large muscles a. Displays an upright posture when standing or seated PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

	a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)
Domain 3: Social and Emotional Development	PK.SEL.1. Regulates responses to needs, feelings and events a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults PK.SEL.6. Understands and follows routines and rules a. Displays an understanding of the purpose of rules
Domain 4: Communication, Language, and Literacy	PK.AC.1. Demonstrates motivation to communicate a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) d. Initiates and extends conversations, both verbally and nonverbally e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) PK.AC.2. Demonstrates they are building background knowledge a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly d. Makes comparisons to words and concepts PK.AC.3 Demonstrates understanding of what is observed a. Uses vocabulary relevant to observations b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)

	PK.AC.4. Demonstrates a growing receptive vocabulary a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods a. Uses facial expressions, body language, gestures, or sign language to express ideas PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print a. Recognizes that words are read from left to right, top to bottom, and page to page b. Recognizes that spoken words are represented in written language c. Understands that words are separated by spaces in print g. Identifies front cover and back cover PK.ELAL.5. [PKR.1.] Participates in discussions about a text PK.ELAL.6. [PKR.2] Retells stories or share information from a text PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others PK.ELAL.21. [PKSL.3] Identifies the speaker PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences

Domain 5: Cognition and Knowledge of the World	PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community c. Identifies as a member of a group PK.SOC.4. Begins to learn basic civic and democratic principles e. Follows rules and may remind others of the rules PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities d. Identifies changes over time in themselves, their families, and in the wider community e. Demonstrates interest in current events that relate to family, culture, and community PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts

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.*	To determine whether the children are getting the big ideas, I can have visuals of recycling and non-recycling, such as trash on the sidewalks and recycling bins, and ask if the visual is practicing recycling. I can do this in a small group or as a large group. I can record their answers by having them place the visual under "Practice recycling" or "not practicing recycling" on a chart paper. I can then put the chart paper up in the classroom as evidence of each child's developmental progress.

Activity Plan (Science)

Designed by: Carissa Ho
Curriculum Topic: Earth Day

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.*	This topic is developmentally and culturally appropriate because it is a topic that children have prior knowledge of. It is also a simple and fun way using material they see and use every day to teach children to take care of their environment and raise awareness about it. It is important to know how waste can hurt their community and how everyone can help the community. This activity opens the door children to reflect on what they are doing that may be harming their environment and how they can help the Earth. It can also help them think
BIG IDEAS/OVERARCHING QUESTIONS *What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?*	How can trash hurt the environment we live in? What are some things we do that may have possibly harm our environment? Why is it important to recycle? What can you do to stop wasting? What can I do to become more environmentally friendly? How can we encourage recycling in our home or community?
CONTENT FOCUS: *Identify which content area(s) will be addressed in this activity*	Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Content Objectives: Students will be able to identify the materials needed to make compost and the materials that can go into compost. Students will hypothesize how long it takes for certain materials in the compost to decompose. Students will be able to create their own composter. Language Objectives: Students will be able to define compost and decompose. Students will be able to compare the difference between compost and regular soil.

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?*	Learners at this age are becoming more aware and curious about the world around them. They enjoy doing new things and talks about what they are interested or not interested in. In the cognitive development, they are in the preoperational stage and are beginning to sort things in attributes such as color, shapes, and size. They understand that pictures and symbols stand for real thing, and they can count to at least 20 and count items in group. Children at this age range are also able to stick with activity for 10 to 15 minutes. In language development 4-4.5-year-olds can make 6 to 8 words sentences. They are also beginning to ask more questions such as "who" and "why". Children are in the preschematic stage of art where visual ideas are developed. The drawings they create show what the child perceives as most important. They can hold writing instruments with one thumb and two fingers. Children at this age can tell stories, say they are thinking and describe what they are making. They are also able to recognize letter, letter sounds, and can write simple words.
What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?	Some misunderstanding children may have about this topic is that they can just throw everything out in a regular garbage can and can't reuse some of the trash that we throw out. They may get confused with which bin to throw out certain trash in. I can address this by showing children that there are different bins for certain trash we throw out. Children understand that they must throw trash out but may not understand that if they throw trash anywhere, it can hurt the environment and ocean animals. They may also have a hard time differentiating plastic and paper and an example would be milk cartons. Children may also think all the food they eat goes into the garbage and don't know that some food can be composted.
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?*[*]	The children in the classroom come from diverse backgrounds. Many of them are dual language learner or bilingual speakers. Some of the languages spoken in the classroom are English, Spanish, and Chinese. Although some children speak Spanish, they come from different parts of South America that have their own unique cultural customs. The children's interests are colors, community helpers, and flowers/trees. The practice of reduce, reuse, and recycle might not be something that the children families practice because of different culture background, but disposing trash is something all culture practice. All the children in this group have prior knowledge about trash even if they recently immigrated to the U.S. They are exposed to trash every day and especially if they are living in NYC. The children see garbage trucks every day, but don't see recycling trash bins on the streets of the city. They may see trash laying on the floor because people just tossed trash on the floor.

[*] Note: You are designing this activity for the three children observed for your Student Profiles assignment.

	Households may not practice recycling at home or communities may not have funding to have recycling resources, so children are not exposed to it. Children are exposed to materials in school and at home that can be recycled everyday such as cereal boxes, yogurt cups, milk cartons, and plastic utensils. Children learning about this topic in school can be brought home to the families to continue practicing as well.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS *What materials will you need to teach this activity?* *List **all books and materials**, including any used during the launch/reflection and during set up and cleanup*	**LEARNING ENVIRONMENT** *What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)*	**EVENTS/RESOURCES** *What events or resources, including people, might you need to arrange in advance?*
Save the Scraps By: Bethany Stahl Compost Stew: An A to Z Recipe For the Earth By: McKenna Siddals Compost: A Family Guide to Making Soil from Scraps By: Ben Raskin Compost scraps Two-liter Soda bottles Sharp knife Nail Shredded newspaper Dirt (not potting soil, use dirt from outside) Compost materials (grass clippings, vegetable scraps) Small handful of dead leaves	I will make the pretend area into a recycling center using recycled materials and putting recyclable materials inside. The art area will have recycled materials such as scrap paper, paper towel tubes, bubble wraps and etc. for children to use and create artwork. I will create a sorting game in the math area. The sorting game will be picture cutouts of different recyclable materials and children will have to sort them into the correct category of the material it is made from. Children will plant materials such as plastic spork, apple slice, aluminum foil, and a piece of bread into dirt-filled containers and then observe what will	Take a trip to the SIMS Municipal Recycling Center Have someone from GrowNYC to come into the classroom to talk about recycling. Ask children to bring in recycled items from home.

Flat dish to hold composter Spray bottle with water	happen to those objects in the dirt. They will learn about the term biodegradable. In the library area, I will put out culturally and age-appropriate selection of recycling book. I will put plastic material and plastic ocean animals into the sensory bin, fill it with water and use brown food coloring. In the block area, I will put cardboard boxes, egg cartons, compact disk, paper towel tube, and cans for children to use and build with. In the meeting spaces, I will have recycling vocabularies along with the pictures and definition. I will have a picture of earth and small recycling bins.	

THE LEARNING EXPERIENCE	
The launch *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?*	After children have learned about the type of materials that can be recycled, I will then introduce the children about composting. I will define what composting is and show them some things that can be composted. I will also show them what a compost bin look like and explain what it consists of. Afterward, I will read a book about compost (Save the Scraps By: Bethany Stahl). This book will be used as an introduction to compost and explain what compost is and what kind of scraps that can be saved to put into compost. After that book, we will continue dive deeper into compost and read "Compost Stew: A to Z Recipe for the Earth By: McKenna Siddals to learn more about all the things we can compost. Finally, we will read the book "Compost: A Family Guide to Making Soil from Scraps" By: Ben Raskin to introduce the composter they will be making. Afterward, I will tell the children that they will be making a composter and the materials needed to make it. I will also show them the steps to making it. After making it, they will hypothesize how long it will take for the scraps to decompose. The children will draw in their journal of what they see in the composter once every week.
The activity *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.*	The children will be sitting down on the rug during center time. The teacher will define compost and introduce what it is. The teacher will then show the children a compost bin and name the type of materials in the compost. The teacher will then ask the children "What kind of scraps do you think can be composted?" The teacher will read the book "Save the Scraps" By: Bethany Stahl and "Compost Stew:" By: McKenna Siddals. Children will then collect scraps from breakfast and lunch that can be composted. After a day of collecting scraps, the teacher will then tell children that they will be making their own composter during the morning meeting. The teacher will show them the composter and then demonstrate the steps to making it. The children will be in small groups when making the composters.

	The liter soda bottles are already cut out due to safety purposes and children will just assemble the composter. Children will first use nails to puncture holes on the bottom of the bottle with teacher's assistant. After, they will put the bottle on a tray and put in some dirt, shredded newspaper, and old leaves inside the composter. These materials will be the base of the composter. The children will then spray water inside the composter. Children will then add compost into the composter. Finally, the children will turn the bottle with the materials inside upside down and put the top into the bottle. The children will put the composter in areas with sunlight. The children will then hypothesize how long they think will take the scraps to decompose into the soil. The children will also look at the compost twice a week and draw picture of what they see in a journal book. The teacher will then read the book "Compost: A Family Guide to Making Soil from Scraps" By: Ben Raskin and tell children that they will be using the soil from the composter for planting after the scraps have decomposed.
Reflection *As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*	Children can reflect on the types of scraps they can use for compost instead of throwing them into the trash. They can also reflect on what they can possibly use with the compost soil.

Possible Extensions *What could you do on another day to build on this activity?*	Another activity I can do to build on this activity would be to ask the children to use the compost soil to plant something in the classroom. I can also ask if children have ever seen compost bins in their community and how they can persuade people to compost.
Multimodal Engagement *Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)*	Kinesthetic- Children are using their hands and finger to create the composters and to draw in their journals. Linguistic- Children are learning and using new vocabularies such as recycling, compost, harmful and environment. Tactile- Children are touching and feeling the materials needed to make their composters such as leaves, soil, and food scraps.
Differentiation *How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?*	For learners that are bilingual I can define the term in their language and show they visually how to make the composter. For learners that are special needs, I can modify the activity by giving them tools to make the composter especially for those who have sensory issues. For children who need support in fine motor skills, I can support them by doing the drawing activity individually to help them with the drawing and give them more time to create the composter.

GROWTH AND LEARNING *How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.*	
Cognitive/thinking	This activity can support cognitive thinking because the children are hypothesizing how long it will take for the food scraps to decompose and what the process will look like.

Physical	This activity help support their fine motor skills because they are using hands and finger to make the composter and draw their artwork in their journal.
Social/emotional	This activity can support social-emotional learning because it can help children become aware and reflect the amount of food scraps that be composted. Children can also talk and communicate with each other while making the composter in small groups.
Language/literacy	This activity can support language and literacy because children are learning new vocabularies.
	List 10-15 target vocabulary words: Atmosphere Reduce Reuse Recycle Compost Decompose Plastic Glass Bin Pollution Environment Harmful Litter
Content Area(s)	This activity will focus on the content area of Science because children are learning about the science of decomposition, such as how water, soil, food scraps, air, and sun work together. The children will also hypothesize on how long it will take for the food scraps in the composter to decompose.

STANDARDS/GOALS *What Pre-K Common Core Learning Standards are addressed in this activity?* *Use the PKFCC to respond.* *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?*	
Domain 1: **Approaches to Learning**	PK.AL.1 Actively engages in play as a means of exploration and learning f. Demonstrates awareness of connections between prior and new knowledge PK.AL.2 Actively engages in problem solving a. Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem c. Communicates more than one solution to a problem d. Engages with peers and adults to solve problems PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences b. Uses materials/props in novel ways to represent ideas, characters, and objects e. Demonstrates innovative thinking PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas c. Actively explores how things in the world work f. Willingly engages in new experiences and activities PK.AL.5. Demonstrates persistence. a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task
Domain 2: **Physical Development and Health**	PK.PDH.2. Uses sensory information to plan and carry out movements a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) PK.PDH.3. Demonstrates coordination and control of large muscles a. Displays an upright posture when standing or seated PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

	a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)
Domain 3: Social and Emotional Development	PK.SEL.1. Regulates responses to needs, feelings and events a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) f. Interacts with significant adults g. Seeks guidance from primary caregivers, teachers and other familiar adults PK.SEL.6. Understands and follows routines and rules a. Displays an understanding of the purpose of rules
Domain 4: Communication, Language, and Literacy	PK.AC.1. Demonstrates motivation to communicate a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) d. Initiates and extends conversations, both verbally and nonverbally e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) PK.AC.2. Demonstrates they are building background knowledge a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly d. Makes comparisons to words and concepts PK.AC.3 Demonstrates understanding of what is observed a. Uses vocabulary relevant to observations b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)

	PK.AC.4. Demonstrates a growing receptive vocabulary a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods a. Uses facial expressions, body language, gestures, or sign language to express ideas PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print a. Recognizes that words are read from left to right, top to bottom, and page to page b. Recognizes that spoken words are represented in written language c. Understands that words are separated by spaces in print g. Identifies front cover and back cover PK.ELAL.5. [PKR.1.] Participates in discussions about a text PK.ELAL.6. [PKR.2] Retells stories or share information from a text PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others PK.ELAL.21. [PKSL.3] Identifies the speaker PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences

Domain 5: Cognition and Knowledge of the World	PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community h. Identifies as a member of a group PK.SOC.4. Begins to learn basic civic and democratic principles e. Follows rules and may remind others of the rules PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities i. Identifies changes over time in themselves, their families, and in the wider community j. Demonstrates interest in current events that relate to family, culture, and community PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive

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.*	To determine whether the children are getting the big ideas, I will have a compost bin in the classroom and ask each child to put a food scrap they think will go into the compost bin. Another assessment would be having pictures of recyclable materials and food and then asking each child which one are recyclable and compost to assess if they understand the difference between recyclable and compost. This can be done in small groups or before they head to center time.

Commentary

Describe topic of your Focused Curriculum

The topic of my Focused Curriculum is Earth Day. This is a curriculum where children can connect to the real world and already have prior knowledge because they are exposed to trash daily in their community. Children will be able to build on their current understanding of trash because they will answer big questions connected to this topic, such as how trash can harm the environment, recycling, reducing, and reusing. Children can use the knowledge gained through this topic and apply it to real-world situations, such as practicing recycling at home, when they go on trips with their families, or anywhere they go that has trash and recycling bins. The age range of the children I will teach this topic is between 4 and 4.5 years old.

Implementation of Activity Plans

I would first implement the Math Activity plan on sorting recyclables because it is an excellent introduction to the different types of materials that can be recycled and which bin they go into. Children will also learn that some recycled materials can be reused to create something new such as using used plastic soda bottles to create a composter. The Math Activity plan will influence engagement and introduction to the Science Activity plan on making a composter. The composter the children will build uses recycled plastic soda bottles, showing how they can use recycled materials to create something new. The composter is also a great activity to show the decomposition cycle and how they can use the compost soil to plant

something such as fruits or vegetables. The Science Activity plan will help children think and reflect on what they can reuse or do to help the Earth, which ties into the Social Studies Activity plan. The Social Studies plan is a good activity to end the topic of Earth Day because children will be able to summarize how trash can hurt the Earth and list solutions to how to help the Earth and encourage recycling in their community.

Relationship of the Activity Plans

The three activities I have created are culturally and age-appropriate for children between 4 and 4.5 years old. The activities I have designed are all part of the focused curriculum of Earth Day and answer big questions related to the topic. The activities I propose are developmentally appropriate because they are in the preoperational stage and are beginning to sort things in attributes such as color, shapes, and size in cognitive development. Children this age can also count to 20 and count items in groups. Children in this age range can also stick with an activity for 10 to 15 minutes. In language development, 4-4.5-year-olds can make 6 to 8 words sentences. They are also beginning to ask more questions, such as "who" and "why." Children are in the preschematic stage of art, where visual ideas are developed. The drawings they create show what the child perceives as most important. They can hold writing instruments with one thumb and two fingers. Children at this age can tell stories, say what they are thinking, and describe what they are making. They can also recognize letters and letter sounds and can write simple words. In the sociocultural aspect, children in this class all have prior knowledge about trash and are exposed to waste every day living in NYC. Children are exposed to materials in school and at home that can be recycled

daily, such as cereal boxes, yogurt cups, milk cartons, and plastic utensils. One thing I implemented in each activity designed for my student with needs is visuals of recyclables materials and vocabulary translated into their home language to help them better understand the topic. I made this accommodation because half the children in the class are dual-language speakers.

Strategies and Connections

The instructional strategies and planned curriculum I proposed are developmentally appropriate for the whole class and individuals with special needs. Children at this age are also becoming more curious and aware of the real world. This topic is simple enough for all children to understand because it is visually based and hands-on. The activities are something children this age will find fun and engaging, and the activities can also easily be modified for children with special needs. The activities also help build relationships with their peers because it requires communication with others in the classroom.

An integrated curriculum is critical to teaching and learning in young children because it is based on children's interests, knowledge of children and how they learn, and builds upon the people, environment, and cultural society they live in. An integrated curriculum is important to children learning because they learn through themes, topics, and activities they are interested in and already know. Children expand their knowledge of a topic through their prior experience and connect new experiences they learned in school through activities and resources teachers put out in the classroom.

Assessment

Some assessments I have planned to make sense of what children have learned from my activity plans are recording their answers and asking questions related to the topic. I can do the assessments in a small or big group. I can record their answers on a big chart paper when asking the children if the visuals I showed them are “Practicing recycling” or “Not practicing recycling” after the Social Studies activity. I will ask the children what recyclable materials are made from after the Math activity plan before they head out to center time. I can also observe how they each do in the sorting activity to see if they understand the topic. I will also place a compost bin in the classroom after the Science activity and ask each child to put a food scrap into the bin to see if they understand if it is compostable. I can use a matrice or rating scale to record their answer during my observation of them answering the questions.

Conclusion

Creating a thematically based unit was easy and organized because I could come up with the big questions in order of how I wanted the children to understand the topic. I liked how I needed to think about how to plan the activities and implement them in a particular order for children to understand the process of reducing, reusing, and recycling. I also enjoyed coming up with ideas for the three activity plans that are developmentally appropriate, and children are interested in. Overall, a thematically based unit is a great way to incorporate different developmental domains and cater to children with different needs.