

**STUDENT'S NAME: Carlos Sanchez**

**DATE: 12/5/24**

### **Learning Experience Unit Commentary**

Based on the activity plans that you completed for Math, Science and Social Studies, answer the following questions:

1. In what order would you do the activities throughout the week? Why?

Math would be the first activity; it would allow the children to explore at choice time, and while we take our walks, the class can look for pizza shops and point them out to plan our pizza party for later in the week. The second would be science because as we take our nature walks, we can point out the different types of spotted animals and their habitats, sparking the children's curiosity and engagement. The final activity would be the sock puppets. While discussing the pizza party, emotions may be high. This would be an excellent time to discuss different types of emotion and work on sock puppets.

2. What could children learn from Activity 1 that might influence engagement in Activity 2 and Activity 3?

Our math activity, centered around creating pizza, aims to inspire the children's creativity.

This can naturally transition into a discussion about science and the development of

habitats. Strong emotions may emerge for students struggling, presenting an ideal opportunity to talk about feelings and how we can express them effectively.

3. What do these three activities have in common?

The most significant similarities between these three activities are that the children will learn through play and explore their individual creativity. All the children can show their individuality in all these activities. These activities allow children to explore new ideas and ask questions.

4. How are the activities you propose supported by **what you know about development** for children this age? (the 8 children ages 4 to 4 ½ years in the Whole Class Profile)

My activities are designed as opportunities for learning through play, ensuring that my curriculum is age-appropriate. I alternate activities in case children find any particular task too challenging, substituting materials that may be difficult to work with. The walking trip preceding the activities is intended to enhance gross motor skills.

5. How are the activities you propose influenced by your knowledge of the **sociocultural background** of the children in the Whole Class Profile)?

My activities provide books in English and Spanish, allowing for inclusion. The children can also share how to say the words in Spanish as well as in English. I want all children to feel like they are part of the class.

6. Why are the instructional strategies you propose **developmentally appropriate** for the whole class, individuals, and/or groups of children with special needs?

My activities are designed as opportunities for learning through play, ensuring that my curriculum is age-appropriate. I alternate activities in case children find any particular

task too challenging, substituting materials that may be difficult to work with. The walking trip preceding the activities is intended to enhance gross motor skills.

The strategies I will implement in the classroom are developmentally appropriate for my students, as they offer alternatives when specific aspects of an activity prove challenging.

This approach enables children who struggle with comprehending a recipe to seek out familiar patterns to explore for the pizza project. Similarly, when creating habitats, we have options beyond clay for those who find it too difficult to work with.

7. How could you see *this* Learning Experience Unit that you created fitting in with a Focused Curriculum (as described in the syllabus)? Math can be an extension of shapes and patterns. Social studies can be used in morning meetings, read aloud, and social-emotional learning. Science can be an extension of walking trips and observation lessons.
8. What **evidence** will you gather (authentic assessment) to make sense of what children have learned from your Learning Experience Unit?

Creating a checklist for each lesson is essential. For the math component, the checklist could include: Can the student identify a shape or a pattern? While moving around the classroom, engage students by asking what toppings they would put on their pizza or how many items they can count. During the science activity, prompt them to describe the habitat they've created and identify its characteristics. Social studies assess whether the student can replicate emotions without any cues.