

zxThis worksheet provides you 1) **Parts of the Activity Plan** 2) **Guidance for filling out those parts** 3) **Space to draft text for feedback**

- Notice the color-coding system.
- See each numbered item 1 - **Note:** you are doing drafting parts of the Activity Plan out of order, doing the easiest and most clear parts first
- **Important:** **Match** the Parts of the **Activity Plan** with your actual final Activity Plan template. By doing this, you will see how the **text you drafted** will go into your final.

1) Activity Plan Section: **MATERIALS & LEARNING ENVIRONMENT PREPARATION** found on page 2 of the Activity Plan Template

<p>1A. MATERIALS</p> <p><i>What, if any, materials, including set-up and clean-up, will be needed?</i></p> <p><i>List all materials, including any used during the launch/reflection.</i></p>	<p>Guidance</p> <p>List all the materials that are needed for your project. You may want to research art materials that will enhance the learning experience. For example, you might want to use oil pastels instead of crayons.</p>	<p>Write your materials here:</p> <p>Clay, sticks, Cardboard, leaves, rollers, imagination, cups, and water.</p>
<p>1B. LEARNING ENVIRONMENT</p> <p><i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p>Guidance</p> <p>Learning Environment: Some projects don't require many changes to the classroom. Others may need you to make more space.</p> <ul style="list-style-type: none"> • In my example I wrote about the materials I added to the Art Center. I also described that I would have inspirational art works. • I added a sewing center in advance of this activity to support students' ability to "stitch" the quilt together. 	<p>Write your Learning Environment Modifications here:</p> <p>Placing pieces of cardboard for each student. Every child should have a workspace.</p>

<p>1C. EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p>	<p>Guidance</p> <p>Events and Resources: These are the added things you will do with your students to support the learning</p> <ul style="list-style-type: none"> o Everyone should have their Library with a book bin of books related to the theme. You do not have to list books, but if you can easily pull them from your Curriculum Web, it is a nice addition to the assignment. o Guest Speakers- is there someone from your community that you would like to bring in to meet with the students? o Family Engagement: Consider how you can involve children's families. o Field Trip: Where can you go to support the learning? Think about museums, zoos, gardens, parks, community walks, etc. 	<p>Write the Events and Resources that will connect with your activity here:</p> <p>Look for some photos for animal habitats. Pictures from the class walking trip to show them images of a bird's nest. For the morning station, place out books about habitats. Setting up a field trip to the zoo. We can observe and discuss all we notice about animals.</p>
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2) Activity Plan Section: **THE LEARNING EXPERIENCE** found on page 2-3 of the Activity Plan Template

CONTINUED ON THE NEXT PAGE

<p>2A. The spark/launch/intro</p> <p><i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>Guidance</p> <p>Your Spark must include a children's book that directly connects to your activity.</p> <p>How will you get children excited for their learning journey on this topic? Connect ideas to the book with an activity like a song or a game.</p>	<p>Write your Spark here:</p> <p>I will spark the activity by reading Welcome Home Bear, A book about animals habitats. After a quick discussion about the different habitats, the class noticed. What might a squirrel habitat look like? This is a question I'll ask after reading the book.</p>
<p>2B. The activity</p> <p><i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p>	<p>Guidance</p> <p>My activity has two parts; this is not a requirement of the assignment. You may do it all in one part or have a series of parts to complete the project.</p> <p>Look at Core Assignment 3: Bring together Project Description and Steps to make the project here.</p> <ul style="list-style-type: none"> You may choose to copy and paste it directly or make revisions to strengthen the activity. It must be written so that when I read it, I can follow the plan and teach it to a group of students. 	<p>Describe your Activity and its steps here:</p> <ul style="list-style-type: none"> Have an adult give out the clay and tray of leaves and sticks. Hand water in cups and rollers. I will give a quick tutorial on how the children can manipulate the clay. I will show them how to use the roller to flatten the clay. I will show the student that dipping fingers in water and applying it to the clay can keep the clay from drying. Once I have found a shape I like, I will add leaves and sticks to create a habitat. I will encourage sharing Ideas with one another.

<p>2C. Multimodal Engagement</p> <p><i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p>Guidance</p> <p>Review materials Module 9 to refresh and deepen your understanding of MI Theory.</p> <p>Along with MI Theory, you can describe how this activity connects to learning through the 5 senses.</p>	<p>Describe how you will actively engage students through multiple modes here:</p> <p>This activity combines sight and touch. As the children craft their habitats. They are smoothing out and making a stable base, they are using visuals to see what works. This activity will assist children with spatial as they create a 3D habitat, naturalist, interpersonal as I ask the students about their creations.</p>
<p>2D. Differentiation</p> <p><i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i></p>	<p>Guidance</p> <p>For this section, you can keep it simple and know that you will go further into this concept in future courses. Think about how you can make adaptations to students for whom English is a new language, have learning difference or disability, or a learning style that is challenging to teach to.</p>	<p>Describe how you will reach different learning levels here:</p> <p>The cardboard can significantly assist. For children with fine motor difficulties, we can draw the shapes on the cardboard they are trying to create to trace over with the clay. For any ELL that speaks Spanish, I can translate, for the others, I can work with them separately, and we can work in a small group where I show images of what we are creating.</p>
<p>2E. Reflection</p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>Guidance</p> <p>You can try this section now, or work on it as you finish your Activity Plan.</p> <p>Reflection asks learners to share what they have learned. It could be that students talk about what they have made and how they feel about.</p>	<p>Write your Reflection experience here:</p> <p>The student now have knowledge about animals and how they differ. They will explain what they have placed in their habitat and why. They will be able to understand different animals require different environments. They will reflect and even express this new data in a Playdoh section.</p>

<p>2F. Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p>	<p>Guidance</p> <p>You can try this section now, or work on it as you finish your Activity Plan</p> <p>Extension activities do just that, extend the learning! What might you do next? Maybe you will have a center activity, or present another read aloud.</p>	<p>Explain what you will do to extend the learning here:</p> <p>Definitely playdoh as this project has given the children something else they can create.</p>
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3) Activity Plan Section: **OVERVIEW AND FRAMING** found on page 1 of the Activity Plan Template.

<p>3A. TOPIC</p> <p><i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i></p>	<p>Guidance</p> <ul style="list-style-type: none"> • This section should be a brief paragraph. • Connect your curriculum theme to your activity. • Describe why the topic itself makes sense for pre-k children (developmentally appropriate) • Describe why this activity is culturally responsive. <ul style="list-style-type: none"> ○ Is it a mirror, window, or sliding door? ○ Explain if it connects to their cultures or to their community. ○ How will children feel valued through this learning experience? 	<p>Write your Topic paragraph here:</p> <p>The theme is animals, and the children are creating their own animal habitats. This will allow them to explore what will work to make a sturdy habitat. This connects because all animals have a habitat. This is developmentally appropriate because there isn't a right or wrong answer. It's just seeing what the children think makes a suitable habitat. When we take nature walks, I'd be sure to point out the nest or dens for our neighborhood animals. The children will feel valued through their creativity of what they believe is suitable habitat.</p>
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<p>3.B CURRENT DEVELOPMENT:</p> <p><i>What do you know about the current growth of learners in this age range for the content focus?</i></p> <p>-----</p> <p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Guidance</p> <p>Current Development- Use NYC DOE Curriculum Packets (scroll to #4 Units of Study) and The Basics of and our text, the <i>Basics Developmentally Appropriate Practice</i> (Pps 71- 89) to write a brief paragraph that responds to the question.</p> <p>The goal of this question is for you to justify that you know your activity topic is developmentally appropriate.</p> <p>Misunderstandings- think about this age group and especially their social growth. What might make this activity challenging to them?</p>	<p>Write your Development paragraph here:</p> <p>How is the child growing physically? Socially? Emotionally? Literacy? Cognitively?</p> <p>The children are working on fine motor skills by shaping and rolling the clay. They are testing their intellectual development by trial and error. I want the children to try what shapes, methods, and add ons work best. Social development I'd like the children to share what they learn through the process with each other. Emotional I want to see what they love about their work and why. They stimulate their cognitive functions because they have to use knowledge about what makes sense in specific animal habitats.</p>
<p>3C. SOCIO-CULTURAL CONTEXT:</p> <p><i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i></p>	<p>Guidance</p> <p>In my example, I described my daughter's kindergarten classroom. If you cannot refer to personal experience, go to www.insideschools.org</p> <ul style="list-style-type: none"> • Select a public school that you would like to work at or one that is in your neighborhood <p>Click the green bar that says, "Who Does This School Serve?" You will see stats that give you a sense of race and ethnicity,</p>	<p>Write your Socio-Cultural Context paragraph here:</p> <p>PS10 is a school that supports play-based curriculums up to 2nd grade. The school has various special education educators that can significantly assist children's needs. They have many programs to support children with IEP's and ESL needs. The school offers all children free Lunch and breakfast. (early drop off)</p>

	languages by English Language Learners, socioeconomics by the number of students who receive school lunch.	
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4) Activity Plan Section: **GROWTH AND LEARNING** found on page 4 of the Activity Plan Template.

This section is related to the **CURRENT DEVELOPMENT** section, but it asks for specific explanations of how each developmental domain is supported in your activity.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning be in the following domains?</i>	Guidance Write <u>1 sentence</u> for each domain that explains how your activity will support the child's growth. <ul style="list-style-type: none"> • Refer to the charts at the end of the <i>The Basics of Developmentally Appropriate Practice</i> (pgs 71 -89). • Look to my example activity plan to see it modelled for you. • <u>Vocabulary</u>: What are words that your students might learn through the activity? These words can be in English or in other languages. • <u>Content Areas</u>: List the subject areas that are covered in your Activity (eg: Art, Literacy, Music, etc) Write you your sentence for each domain below.
Cognitive/thinking:	While the children create the habitats, they can try different strategies and implement the best plan.
Physical	They are shaping and rolling the clay, which will assist in building strength in their fingers.
Social/emotional	I'd like the children to express what they add to their habitats and why. Also, what do they love most about it? I'd also encourage helping a friend.
Language/literacy List 3- 5 target vocabulary words	Habitat, environment, and nature.
Content Area(s)	Literacy and Art (visual arts)