

Activity Plan: Math

Designed by: Carlos Sanchez

Date: 10/27

Curriculum Topic:


Title of the Activity: Pizza Shop

OVERVIEW/FRAMING													
<p>TOPIC <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>This activity will allow our group to explore shapes and numbers 1-6 while creating a famous NYC pizza.</p>												
<p>BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<p>The biggest takeaway is that children will be introduced to shape names. They will be able to connect the numbers with the shapes. Then, they will explore the different ingredients/recipes and develop their own.</p>												
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><u>Visual Arts</u></td> <td style="border: none; text-align: center;">Music</td> <td style="border: none; text-align: right;">Movement/Dance</td> </tr> <tr> <td style="border: none; text-align: center;">Drama</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Emergent Literacy</td> <td style="border: none; text-align: center;"><u>Mathematics</u></td> <td style="border: none; text-align: right;"><u>Science</u></td> </tr> <tr> <td style="border: none;">Social Studies</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>	<u>Visual Arts</u>	Music	Movement/Dance	Drama			Emergent Literacy	<u>Mathematics</u>	<u>Science</u>	Social Studies		
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KNOWING THE LEARNERS	
<p>AGE RANGE: 4-4.5</p>	
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Children this age are curious, and play is the best way to learn.</p>
<p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<p>We may have some students calling similar shapes with the same name. We can put them close together and compare the differences.</p>

<p>SOCIO-CULTURAL CONTEXT: <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>Our class has eight students, two of whom speak dual languages, and one still developing gross motor skills. Four children are Ecuadorian/Honduran, and one is of Chinese descent.</p>
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MATERIALS & LEARNING ENVIRONMENT PREPARATION

<p align="center">MATERIALS</p> <p><i>What materials will you need to teach this activity?</i> List all books and materials, including any used during the launch/reflection and during set up and cleanup.</p>	<p align="center">LEARNING ENVIRONMENT</p> <p><i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)</p>	<p align="center">EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
 <p>This activity will need miniature blocks, attribute shape blocks, construction paper, and geometric blocks. Playdoh and rollers will be needed.</p>	<p>Most recipes will have a number and images next to the number instead of words or the names of the shapes.</p>	<p>A local pizza shop vendor can talk to the class about pizza. The idea is to get the children excited about a New York delicacy.</p>

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THE LEARNING EXPERIENCE	
<p>The launch <i>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></p>	<p>We Can start with a read aloud https://youtu.be/KCA1xNp6cIo?si=9MYJ2GziqOfh3MkR We can focus on the shapes and numbers of each item as a group. The tomato is a sphere, and there are five of them. We can discuss the colors and shape of the pizza. Then, “I wonder if we can take an order and create a fake pizza!”</p>
<p>The activity <i>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.</i></p>	<p>The first step would be to discuss your favorite type of New York-style pizza in the meeting area after going around in the group. We can distribute the Play-Doh as a fake dough, and the children may pick their favorite color if it is available. I start by asking, “What might be my first step? Can someone show me?” I’d then proceed to roll into a ball. I’d then introduce my roller and ask, “Does anyone know what this is?” then I’d flatten my plahdoh. Next, I would give out the materials and recipe to each child. I’d look at my recipe and follow with the class while looking for the matching pieces.</p>

<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>I'd see if the children can recognize a pattern and name the shapes. I would also ask children to name the colors while placing the ingredients.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>The Class can take a trip to a pizzeria and look at all the different pizza shapes.</p>
<p>Multimodal Engagement <i>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)</i></p>	<p>Kinesthetic learning is being shown through play. The activity seems like a game, but they are learning to identify, count, and match. Tactile learning is a big part of this activity because the children can feel the shapes and roll the doh they are using their hands and sense of feel. Visual learning occurs when the children look for specific shapes to match the recipes. They are looking at all the different shapes and looking for the best match.</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>This activity can be modified in many ways for different children. Play-Doh is more for children struggling with fine motor skills, helping to strengthen the muscles. If children find specific recipes too tricky, they can choose others. Look at the pictures and placing on top to see if they match.</p>

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	The children will have to match the different patterns and amounts.
Physical	The rolling of Play-Doh will assist with the motor skills.
Social/emotional	The rolling of Play-Doh will assist with the motor skills.
Language/literacy	Hexagon, cube, sphere, pattern, triangle, octagon, rectangle, square, rhombus, recipe, <hr style="border-top: 1px dashed black;"/> List 10-15 target vocabulary words:
Content Area(s)	

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	
Domain 2: Physical Development and Health	

Domain 3: Social and Emotional Development	
Domain 4: Communication, Language, and Literacy	
Domain 5: Cognition and Knowledge of the World	

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	

<i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i>	
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* Note: You are designing this activity for the three children observed for your Student Profiles assignment.