

Team Members: Christie Aybar

**Focused Curriculum Plan
ECE 312**

Curriculum Topic __Community helpers _____

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain. Yes, children will be able to relate and interpret the topic from their point of view as we will use community helpers from their own communities and have activities that allow for children to hands on participation.

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

Yes, depending on activity they can role play. For example, in the dramatic play they are able to play doctor and one child can play the doctor, and the other can play the nurse or patient, and interact while they play.

3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain. I believe it is meaningful to them because they will be learning about community helpers in their community/neighborhood. Most likely the helpers that they see every day.

4. Does the topic allow learners to **connect to prior knowledge**? Explain. Yes, because it's community helpers they can recognize some of them in their neighborhood.

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

Yes, they can be creative and develop problem- solving skills by working with manipulating objects and interacting with our classmates. Such as dramatic play, they can act it out and problem solve the issue.

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

This topic will allow students to engage in self- regulation and be reflective by creating a space for the child to express themselves in for example a reflection zone or feeling chart and reading them self-help books.

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

Yes, learning new information about this topic can help the students have a better understanding on what that community helper does for their community. We will work on different community helpers in different subjects to have a better understanding about them.

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

Yes, this topic will teach students why is it important to have these community helpers. We will read books, go on field trips, and have a community helper visit the class to gain deeper knowledge.

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

Definitely, learning about a particular helper, they are able to understand what the helper does and what they can do as well. For example, learning about a fire fighter and what they do when they get a call about an emergency. We will learn what we can do if there is an emergency, as in call 911 and the information we need to give them, what to do when they arrive. They can also learn if fire has landed on them then they can stop, drop, and roll.

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

Yes, when learning about calling for an emergency, they will master what to say in case of an actual emergency like, name, address, and what is the emergency

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

Yes, this topic will be meaningful for diverse children with developmental and individual differences. It will include different type of learning strategies such as visual, auditory, tactile and kinesthetic. We will add vocabulary in Spanish and Mandarin for the diverse group and add more break active movement in class for the child that needs focus in their gross motors.

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

I definitely believe it will be interesting and motivating for the students to learn more about their community and the helpers around their neighborhood. It will motivate them to help their community in their own way. We can work on a garden to plant fruits and vegetables to support healthy eating. We can learn about recycling and how it helps our community and world

STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

Anyone in the community can become a community helper. Community helpers are important people whose job is to help others. We can help the community helpers to do a better job when we understand exactly what they do.

Many community helpers have special work attire and clothes. This helps us to know what role they play, and we can go to them if we needed help.

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

A. Children's literature

1. Websites like- Epic! And ReadingRockets.com
2. Local library
3. Local bookstore

B. Website Information

1. Google/Educational websites
2. Pinterest
3. Social Media

C. Library Identified Resources

1. Books on an individual community helper and/or all
2. Books on different child development
3. Books on ECE curriculum

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

From this research I learned that there are many sources that can help you build a curriculum for a particular theme.

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

I didn't find any misinformation, but I did notice that there isn't enough information that you can use when teaching in a different language.

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. What is a Community Helper?

2. Who are the Community Helpers in your neighborhood?

3. Why are Community Helpers important?

Identify and list **10** key vocabulary terms connected to this topic:

1. Police officer
2. Firefighters
3. Neighborhood
4. Community
5. Post woman/man
6. Bus driver
7. Liberian
8. Construction worker
9. Teacher
10. Chef

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.

WHERE IS THE MATH?

1. Choose 3 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Number & Operations- Counting the times your heartbeat in 30 seconds, Comparing each other heart beats.
- b. Geometry & Space

c. Measurement

d. Algebraic Thinking (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal) – Seeing if their friends' heartbeat is the same as theirs.

e. Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing) – Graphing how many times your heart is beating when doing jumping jacks

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

b. TABLE ACTIVITIES (Manipulatives, Puzzles)- cognitive, fine motor skills, visual, tactile

c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- fine motor skills, visual, tactile

d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING- tactile, visual/spatial, fine motor skills

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

j. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose 3 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

- a. Observing- observing fingerprints, seeing different patterns
- b. Predicting, Inferring, Hypothesizing- Guessing which fingerprint you have and seeing the results
- c. Communicating Information- talking with classmate to check on results and see if they guess correctly
- d. Life Science Content
- e. Physical Science Content
- f. Ecological/Environmental Science Content
- g. Health & Nutrition Content

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

TABLE ACTIVITIES (Manipulatives, Puzzles)- cognitive, fine motor skills, visual, tactile

b.

VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- fine motor skills, visual, tactile

c.

d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY- tactile, visual, fine motor, cognitive, auditory, linguistic

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

j. COMPUTERS/TECHNOLOGY

WHERE IS THE SOCIAL STUDIES?

1. Choose 3 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

a. Psychology & Sociology (Self-identity, how people think and act)-Learning how they become a community helper as well

b. Political Science (How society works)-Learning more information about community helpers in their neighborhood

- c. Anthropology (How people live in the world)
- d. History (How people and societies change over time)
- e. Geography (A sense of place)- matching community helpers to their workplace
- f. Economics (A sense of fairness and equality)
- g. Philosophy (Values for living in the world: truth, right and wrong)
- h. Law (Rules, rights and responsibilities)

2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

DRAMATIC PLAY (Housekeeping, Dress-up, Role Play) - cognitive, fine motor skills, visual, tactile

a.

TABLE ACTIVITIES (Manipulatives, Puzzles)- cognitive, fine motor skills, visual, tactile

b.

c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- fine motor skills, visual, tactile

d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

I will start by asking the children if they ever heard the word Community Helper, and what they think it means to them. Afterwards I would read a book about community helpers to give them a better understanding of what that is and what they do.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

I would sustain and expand the topic by incorporating the theme (community helpers) throughout the classroom in different centers.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

Creating Community helper puppets with paper bag or print out color in community helpers and they can color it and add it to sticks, to make a stick puppet and act out the community helper they made.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book (Include bibliography):

1. Whose's hat is this? By Sharon Katz Cooper

Literacy extension activity – Make a worksheet with community helpers without their hats and their occupation on the bottom and kids would have to paste the hat on the correct community helper.

2. What I want to be By Victoria Abbot

Literacy extension activity- To draw what they would like to be when they grow up.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:
(Include a separate document of the poems or song used)

This activity is a song that introduces community helpers and the work they do.

1. Song- Who do you see? (in the tune London bridge)

Community helpers are everywhere, everywhere, everywhere
Community helpers are everywhere. Who do you see?

I see a firefighter with a hose, with a hose, with a hose
I see a firefighter with a hose. They pull out fires!
I see the officer on patrol, on patrol, on patrol
I see the officer on patrol. They keep us safe!

I see the mail carrier with their bag, with their bag, with their bag
I see the mail carrier with their bag with their bag. They bring the mail!

I see the teacher in her class, in their class, in their class
I see the teacher in her class. They teach me!

I see the custodian with the mop, with the mop, with the mop
I see the custodian with the mop. They keep things clean!

Social Studies Activity Plan

Designed by: Christie Aybar
Curriculum Topic: Community Helper

OVERVIEW/FRAMING				
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>	This activity is developmentally and culturally appropriate because at the age of 4-5 years old children can identify some community helpers in their own communities and can give a brief description. They also know how important it is to be helpful while understanding that they themselves need help from their grownups, teachers and peers. When we help children to understand that grown-ups are helpers too, this can become a conversation who can we safely ask for help when we need it.			
	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>			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS

AGE RANGE:	4-5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Most children this age begin to develop independence, self-control, and good memory. This matching activity is an essential skill, helping to improve a number of cognitive abilities like visual memory, short term memory, and pattern recognition.</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>A misunderstanding that children might have with this activity is misplacing the community helper and their vehicle in the wrong page. To address this, we will re-read and look through the book to help us explain more about the community helper. An alternative can be visiting some of these community helpers, we can draw a picture and when we can come from the walk, we can try the activity again, and see if they can memorize what they saw.</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>There are some that speak Spanish and one that is Chinese descent. I would incorporate images of community helpers that may look similar to them and also different matching activity in Spanish and Chinese vocabulary. For example, instead of it saying “police” another matching page would say “Policia” and “警察 Jingcha”.</p>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
<p>-Book- Clothesline Clues to Jobs People Do By: Kathryn Heling and Deborah Hembrook</p>	<p>This activity will take place in the puzzle center, in which it will be located by the meeting area so children will have access and space to the materials that they</p>	<p>The resources that I need for this activity is to create the file folder with the laminated picture and paste it to the folder. I will also need an assistant</p>

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

<p>-File Folders- The folders would already have laminated pictures of the places where the community helpers work.</p> <p>-Laminated pictures- more laminated pictures of the community helpers and their vehicle</p> <p>Stick tack- they can use to attach the community helpers and their vehicles to the correct background.</p> <p>Containers- to put back the sticky tack and pictures</p>	<p>need. Throughout the classroom there will be community helper decorations to also help them to remember which matches to the correct background.</p>	<p>teacher to assist other children in the classroom while I'm working with other students with this activity.</p>
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THE LEARNING EXPERIENCE	
<p>The launch</p> <p><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>I will engage the children by conversing and asking open ended questions about the background image of the activity and tell me what they see. For example, If I ask, what do you see in this image? They might say "I see a post office" "how do you know?" "There's a mailbox" "but there's mailboxes everywhere. How do you know that this is a post office?" The child can continue to describe It to me. Afterwards, I might ask similar questions when placing the community worker to the match the picture.</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>With this activity I will work with two children at a time then rotate to a different group. First, I'll hand out a file folder to each child, in the folder there is images of buildings where community helpers work in. Then, I will ask the children "Take a look at these pictures. What do you see?", some might say "I see a hospital, and a police station" "I see a picture of my school". Then, we will take a look at the community helpers and the vehicle that connects to them. I will say "Please match the community helper to the picture where they work." At this time children are observing the image of the building, and community helper and placing it the helper to where they think it belongs. Then, I will say "Great, now let's look at these vehicles. Please match the vehicle that belongs to the community helper" After a few minutes I will ask "how did we do?" we will then go over each image and discuss the results.</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>To reflect on this, I will give the students the opportunity to explain why they match the community helper and vehicle to that background image. I will also involve the other student in the group to see and compare if their work match with their classmate and discuss with each other why they placed them there.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To build on this activity, instead of matching the community workers and vehicles to buildings where they work in. We can match tools that community workers use. For example, I ask “what tools do doctors/chefs/gardeners/crossing guard use?” the children will match up to the instrument that the community worker use.</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>Visual, for when observing the images of the community helpers, their vehicle, and place of work. Tactile, for when adding the pieces to the community helpers place of work. Linguistic and auditory, when conversing about each other’s work and listening to one another.</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 is flexible to all students. The only thing that I will modify is changing the language into Spanish and mandarin. Also, because there’s a student who is lacking gross motor, I can spread out the matching pieces, so the child is able to move and stretch to get the piece they need.</p>

<p>GROWTH AND LEARNING <i>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<p>Cognitive/thinking</p>	<p>Children will be able to identify the community workers, where they work, and the vehicle they use.</p>

Physical	The children can do this activity on the floor or at a table. They can also spread out the matching pieces, so the child is able to move and stretch to get the piece they need.
Social/emotional	The children in their group are able to talk and each other's work and compare.
Language/literacy	They can see and read words that it says "police station" "Post office"
	List 10-15 target vocabulary words: Vehicles, stations, locations, community, helper, uniform, symbols, tools, office, public.
Content Area(s)	Social studies, visual arts, and emergent literacy

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>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?</i>	
Domain 1: Approaches to Learning	Demonstrates persistence. Maintains focus on a task.
Domain 2: Physical Development and Health	Demonstrates eye-hand coordination and dexterity needed to manipulate objects. Uses pincher grasp (index finger and thumb).

Domain 3: Social and Emotional Development	Demonstrates pro-social problem-solving skills in social interactions. Seeks input from others about a problem
Domain 4: Communication, Language, and Literacy	Demonstrates that he/she understand what they observe. Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.
Domain 5: Cognition and Knowledge of the World	Make sense of problems and persevere in solving them.

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> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>To assess each child's developmental progress and determine whether they are getting the big idea I will go around to each center and have a conversation individually with the child to see much do they know about a particular community helper. With this activity, I will ask questions like" how do you know that a person is a doctor? Where do doctors work? What kind of vehicle takes you to the hospital if you are badly injured?" I will take notes and record the children's discussions to have evidence on where they need the most help within this activity.</p> <p>I will give them the chance to ask questions and work individually on the activity with them to answer those questions. By the end of the activity, I will ask the same questions as before and see if they learned and understood the unit.</p> <p>I will take notes and record the children's discussions to have evidence on where they need the most help within this activity.</p>

Math Activity Plan

Designed by: Christie Aybar
Curriculum Topic: Community Helpers

OVERVIEW/FRAMING

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>	This activity is developmentally and culturally appropriate because at the age of 4-5 years old children can identify some community helpers in their own communities and can give a brief description. They also know how important it is to be helpful while understanding that they themselves need help from their grownups, teachers and peers. When we help children to understand that grown-ups are helpers too, this can become a conversation who can we safely ask for help when we need it.			
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>	How fast does your heartbeat when relaxed versus doing jumping jacks?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS	
AGE RANGE:	4-4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Most children this age begin to develop self-control, independence, and creativity. They are willing to play for longer periods of time, are ready to try new things. To understand this concept of this activity, learning through listening and movement can build their understanding and interest.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	A misunderstanding the children may have is counting their heartbeat by using a timer and not counting it themselves. To address this, I will show them step by step on how to use the timer and count theirs or classmate's heartbeat.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	There are some that speak and are Spanish descent and another that is Chinese descent. I would incorporate using vocabulary from their background. There is also a student who needs focusing in their gross motor skills, and this activity already incorporates movement to help with this skill.

<i>backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>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</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<p>Book- My heart by Jody Jensen Shaffer</p> <p>Two laminated graphs with all classmate's picture</p> <p>Washable markers</p> <p>Dry erasers</p> <p>Stethoscope</p> <p>Cleaning wipes/napkins</p> <p>timer</p>	<p>This activity can be done with the whole class or by pair. It will be held in the meeting area to have enough space to move. Because we will be listening to heart beats, I may dim the lights a little as a signal to lower voices when working in other centers.</p>	<p>The resources that I need for this activity is to create the graph and laminate it. I will also need an assistant teacher to assist other children in the classroom while I'm working with other students with this activity.</p>

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

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>After I read, My Heart by Jody Jensen Shaffer (it's a book that explains how fast your heart beats when doing different things) I will engage the children by starting off by showing a stethoscope and then I'll ask if they know what it is, and where have they seen one before. After that conversation, I will have them touch their chest where their heart is and see if they are able to feel it beat. I'll then ask for a volunteer to wear the stethoscope and hear their own heart. I will ask "Do you hear it? What sound does it make?"</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>With this activity I will work with two children at a time then rotate to a different group. First, I will show them the materials we will use and explain why we need it for this activity. "The stethoscope is to hear our heartbeat; the cleaning wipes and napkin is to clean and dry the ear tips of the stethoscope when we take turns using it and are done with it. The timer, we will use to count the number of heartbeats in a fifteen to thirty second interval, when counting for your heartbeat, make sure you're not counting too loud so you are able to hear it, if it gets too tricky for you, I or your partner can help you. These graphs are to color in the boxes where your picture is, one graph is to see how fast your heart is beating now while sitting for 15-30 seconds. The second graph, you have to do jumping jacks for one minute then hear how fast your heart is beating, then color in the boxes." I will help them through this activity to make sure they understand. After they are done, we count and compare the two students results.</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>To reflect on this, I will give the students the opportunity to discuss any patterns that they see between them and other classmates when they were doing jumping jacks and when they weren't.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To build on this activity, we can take it outdoors at the playground, where there is more space. We can try to see how fast our heart beats by running around the playground or play hide and seek, or even sitting down having a snack.</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>Auditory- By listening to our heartbeat Linguistic- counting the heartbeat to self and classmate. Comparing results with classmate. Kinesthetic- By doing jumping jacks</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 is flexible to all students. The only thing that I will modify is saying some vocabulary words in Spanish and mandarin. Also, because there's a student who needs focus in gross motor there is already jumping jacks in this activity and it will help gain this skill.</p>

<p style="text-align: center;">GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<p>Cognitive/thinking</p>	<p>Children will be able to identify and know how to use a stethoscope, and how fast their heart beats depending on what they do.</p>

Physical	The children will be able to move by doing their jumping jacks or running in place.
Social/emotional	The children will be able to help each other out in counting their heartbeats and discussing and comparing their work.
Language/literacy	We will read, My Heart by Jody Jensen Shaffer, and learn why our heart beats the way it does when doing different activities.
	List 10-15 target vocabulary words: Stethoscope, ear tips, tubing, bell, timer, jumping jacks, heart, beat, graph, counting
Content Area(s)	Mathematics, Movement, Science and Visual Arts

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>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?)</i>	
Domain 1: Approaches to Learning	1. Actively and confidently engages in play as a means of exploration and learning b) Participates in multiple play activities with same material.

	<p>c) Engages in pretend and imaginative play – testing theories, acting out imagination.</p> <p>-Children can pretend to play doctor as they record how fast their heart beats</p>
Domain 2: Physical Development and Health	<p>1. Uses senses to assist and guide learning. a) Identifies sights, smells, sounds, tastes and textures.</p> <p>6. Engages in a variety of physical fitness activities. a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p>
Domain 3: Social and Emotional Development	<p>4. Develops positive relationships with their peers. a) Approaches children already engaged in play. 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</p>

Domain 4: Communication, Language, and Literacy	<ul style="list-style-type: none">1. Demonstrate that they are motivated to communicate.d) Initiates conversations, both verbally and nonverbally, about things around them.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
Domain 5: Cognition and Knowledge of the World	<ul style="list-style-type: none">d. Model with mathematics.1. Count to 20.2. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects)5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects)

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> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>To assess each child's developmental progress and determine whether they are getting the big idea I will go around to each center and have a conversation individually with the child to see much do they know about a particular community helper. With this activity, I will ask questions and I will take notes and record the children's discussions to have evidence on where they need the most help within this activity.</p> <p>I will give them the chance to ask questions and work individually on the activity with them to answer those questions. By the end of the activity, I will ask the same questions as before and see if they learned and understood the unit.</p>

Science Activity Plan

Designed by: Christie Aybar
Curriculum Topic: Community Helpers

OVERVIEW/FRAMING

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>	This activity is developmentally and culturally appropriate because at the age of 4-5 years old children can identify some community helpers in their own communities and can give a brief description. They also know how important it is to be helpful while understanding that they themselves need help from their grownups, teachers and peers. When we help children to understand that grown-ups are helpers too, this can become a conversation who can we safely ask for help when we need it.			
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>	In focusing on the three main fingerprints, what kind of fingerprint do you think you have?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS	
AGE RANGE:	4-4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Most children this age begin to develop self-control, independence, and creativity. They are willing to play for longer periods of time, are ready to try new things. To understand this concept of this activity, learning through listening and movement can build their understanding and interest.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	One misunderstanding that children might have for this topic is not understanding the patterns of the fingerprints. For this, I would put up pictures of the three patterns of fingerprints that we are studying so children can see those patterns and theirs to see which one they have.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	There are some that speak and are Spanish descent and another that is Chinese descent, I would incorporate using vocabulary from their background. For the student that needs to focus on gross motor, while our fingerprints dry up, we will take a break from this work and have a movement time and then come back to it.

<i>backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>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</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<p>-Paper</p> <p>-Ink pad</p> <p>-Magnifier/hand lens</p> <p>-Markers</p>	<p>This activity will take place in the art center or science center. I will add pictures of different kind of fingerprints and also pictures of police officers/detectives seeing the fingerprints with magnify glass to show students which community helper normal do this kind of work.</p>	<p>The resources I'd need to arrange in advance is putting examples of the fingerprints. I will also need an assistant teacher to assist other children in the classroom while I'm working with other students with this activity.</p>

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

THE LEARNING EXPERIENCE	
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>	I will engage the children by starting off by asking them to look at their fingertips and see if they can see their fingerprints, I will explain and show through pictures that there are three main types of fingerprints loop, whorl, and arch. To have a better view of them, I will introduce the magnify glass, then start a conversation about it and ask open ended questions like “what’s a magnify glass? who uses the magnify glass? why do they/we need a magnify glass?” I will tell them to take a magnify glass and put it on your fingertips to see if they can see their fingerprints better and if they are able to tell which out the three main type of fingerprints do, they have.
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>	With this activity I will work with two children at a time then rotate to a different group. Before starting this activity, I will have children predict what kind of the three main fingerprints do they have. After that I will have children dab their fingers on washable ink pads and place each corresponding fingerprint on this sheet. In the paper I will write left and right for the children to know which hand goes where. We then get magnifying glasses and make observations. Students collaborate with their peers and observe their fingerprints and discuss any similarities/differences and find out which kind of fingerprint they have.
Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	To reflect on this, I will give the students the opportunity to discuss any patterns that they see between them and other classmates after their fingerprints dry up.

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To make this activity more enjoyable students can pretend to be police officers and investigate their fingerprints when working with another student. Another possible extension with this activity is turning it into a creative drawing. They can figure out what else they can create from their fingertips.</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>Tactile- Pressing fingertips from ink pad to paper. Holding the magnify glass. Visual- Observing the fingerprints. Linguistic- Comparing fingerprints with classmates.</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 is flexible to all students. I may mention vocabulary words and translate it to Spanish or Mandarin. For the student that needs to focus on gross motor, while our fingerprints dry up, we will take a break from this work and have a movement time and then come back to it.</p>

<p style="text-align: center;">GROWTH AND LEARNING <i>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<p>Cognitive/thinking</p>	<p>Children will be able to identify and know how to use magnify glass. For the extension, they would have to think what to create with their fingerprints.</p>

Physical	The children mostly move their arms back and forth from inkpad to paper. While paper dries from the inkpad, I will do some movement as in yoga or a dance party.
Social/emotional	The children in their group are able to talk and each other's work and compare.
Language/literacy	When placing the stamps on paper, children are able to read which hand goes on the left or right. List 10-15 target vocabulary words: Magnify glass, hand lens, fingerprints, inkpad, police, detectives, clues, trail, observe, swirl, left loop, double loop, right pocket loop, left pocket loop, and whorl.
Content Area(s)	Science, Drama, Visual arts

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>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?)</i>	
Domain 1: Approaches to Learning	1. Actively and confidently engages in play as a means of exploration and learning. c) Engages in pretend and imaginative play – testing theories, acting out imagination. 3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. c) Experiments to further his/her knowledge

Domain 2: Physical Development and Health	5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. b) Demonstrates ability to engage in finger plays.
Domain 3: Social and Emotional Development	1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).
Domain 4: Communication, Language, and Literacy	4. Demonstrates his/her ability to express ideas using a variety of methods. d) Reviews and reflects on his/her own representations.

Domain 5: Cognition and Knowledge of the World	<ol style="list-style-type: none">1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.<ol style="list-style-type: none">b) Manipulates and observes objects in his or her surroundings to develop conclusions.2. Tests predictions through exploration and experimentation.<ol style="list-style-type: none">a) Gives oral, written or graphic explanations of what he/she wants to learn.3. Generates explanations and communicates conclusions regarding experiments and explorations<ol style="list-style-type: none">d) Makes age appropriate, logical conclusions about investigations

AUTHENTIC ASSESSMENT	
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Learning Experience Unit Commentary

Describe the topic of your Learning Experience Unit:

The main topic of my learning experience is community helpers. With this unit, students will be able to recognize the importance of how a community works and what it takes to be part of a community. Students will explore different community helpers and the tools they use to help other members of their community. Community helpers' activities are great when focusing on math, science, and social studies because it will develop their learning into their real-life and playtime. In social studies, the children will learn who is in their community, and where do the community helpers work. In math, children will experience a tool that a doctor uses to listen to your heart and count how fast the heart beats. In science, children will use another tool that detectives and police would use to observe fingerprints. Most of these activities will allow them to experience what some community helpers do.

Implementation of Activities:

The first activity would be social studies because it goes into details about community helpers from their uniform to their workplace, and the vehicle that some helpers drive. The second would be either be math or science, but I will say math instead because we learn about a particular community helper and the tools they use, and we can use to help us count. The third it would be science, for the same reason as math but the tools that we would use will help us observe our prediction.

As mention above, Activity 1 helps us to understand community helpers in what they wear, and the vehicle they drive, and students have to match it to the community helper's workplace. The way this activity influences engagement in Activity 2 because it goes into detail in explaining each community helper and the things they do. In activity 2, we will use a stethoscope, a word that we learned and talked about during activity 1. For this activity, we use it to hear how fast our heartbeats within 30 seconds. We get into more information about who, how, and why they use the stethoscope, and we learn a new tool in activity 3. In activity 3, children learn about the magnifying glass, fingerprints, and who, how, and why use this tool. They used an inkpads to tap their fingers, put it on a white sheet of paper, then used the magnifying glass to look closely and observe patterns. Activity 2 influences engagement in activity 3, by using a tool that they can experience from what a community helper uses, as same as activity 3.

Reflection:

The three activities that I propose are developmentally appropriate for this age range. Within this age range from 4-5 years old, children are very observant, curious, and active. I believe a community helper unit is perfect for children to learn because it specifies the helpers who are around their community. The activities that I proposed will give children space to observe and ask questions. All while they are still able to learn major development skills and play. Through these activities, children will gain knowledge, fine and gross motor, counting, visual/spatial modality, self-confidence, and the main developmental domains: language, social/emotional, cognitive, and physical.

