

Activity Plan

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Curriculum Topic: Light

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>	<p>This activity is developmentally appropriate because at the pre-k level, children enjoy learning about different things we use on a daily basis. Especially light. It comes in different shapes and forms. It will help children get introduced into what light does for us.</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>The Questions are:</p> <ul style="list-style-type: none"> • What Kinds Of Light Are Around Us? • What Is Darkness? • How Does Light Help Us? • What Are Shadows? <p>The children will get to experience the differences of light all around us with the different activities.</p>								
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<table border="0"> <tr> <td>Visual Arts</td><td>Music</td></tr> <tr> <td>Movement/Dance</td><td>Drama</td></tr> <tr> <td>Emergent Literacy</td><td>Mathematics</td></tr> <tr> <td>Social Studies</td><td>Science</td></tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Social Studies	Science
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KNOWING THE LEARNERS	
AGE RANGE:	3-4 year olds
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Children at this age are able to carry over projects. They like to become curious and interested in different shapes, colors and textures. Many children at this pre-k level know what shapes are.</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>The children may not understand why Light helps us in so many ways. With the activity of making our own traffic lights. Also with the reading “Who Controls The Traffic Lights” By Danielle Kutcher. These can help the children have a better understanding.</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>The children will come from different cultural backgrounds and may even speak a different language at home. They can express how they use light in their homes. For example for cultural purposes they may need to use a candle. This can help the students become comfortable speaking in their language or talking about their culture in cla</p>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
<p>MATERIALS <i>What materials will you need to teach this activity?</i></p> <p><i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i></p>	<p>LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i></p> <p><i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i></p> <p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	<p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p> <p><i>Think about special activities, such as field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i></p>

<ul style="list-style-type: none"> - Book "Light Is All Around Us" By Wendy Pfeffer -Tissue Paper - Glue Sticks -Paint -Colored Pencils/Crayons -Lids 	<ul style="list-style-type: none"> -Have different photos of what an actual stained glass window looks like. -It would be shown in the art center with all of the other displays -After all the kids finish their stained windows. It will put up on the window to show all the colors lumianting from the sun into their work. -Showing them different examples from movies that showed stained glass windows. 	<ul style="list-style-type: none"> -precut shapes, placed on the table for the kids to choose for their window. - Explaining why windows help us from the sun. It protects us from getting sunburned. Stained glass windows are used to express a story.
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THE LEARNING EXPERIENCE	Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: musical, interpersonal, linguistic, visual-spatial,</i>	Differentiation <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i>
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		<i>bodily-kinesthetic (tactile), auditory</i>	
<p>The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>-Before the Book “Light Is All Around Us by Wendy Pfeffer”. I would ask the kids what light means to them and why does light help us?</p> <p>-Then I’ll introduce the book Explaining how light is all around us.</p>	<p>-This activity gives the opportunity for the kids (tactile learners) To explore different kinds of materials</p> <p>- This will also give them a great chance for visual and verbal skills. Introducing the students' new vocab words about Light.</p>	<p>-This activity can be modified for children who have disabilities by providing other tools to complete the art project.</p> <p>- Bilingual may want to use books with lots of pictures, to understand the Activity. With the photos of the stained glass windows being around the classroom. It can help them.</p>
<p>The activity <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>Remember: <i>This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</i></p>	<p>-After reading “Light Is All Around Us by Wendy Pfeffer we will talk about how light is useful for our everyday lives.</p> <p>-we will do a walk around the classroom looking at all the images of the stained glass windows so they can get an idea of what it looks like.</p> <p>-We will go over some words that tie into light</p> <p>-I would introduce the stained glass window activity and place all the materials needed on the art center table.</p> <p>-Students will create their own stained glass windows with the materials that are shown on the table</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>-As all the stained glass windows are dried from the glue and paint,students will be asked about their motivation for what they have created.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>-I would take them to The Met museum to see the stained glass window exhibit so they can see it in person.</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 and milestones and the theories of child development you have studied.

Cognitive/thinking

children will be able to use different shapes and materials to engage their thinking. This activity will allow children to have conversations and improve their sentence making. This activity will help them grow with their vocabulary words. The students will know more about how light can bring brightness into our homes and everywhere we go.

Physical

This learning experience will help them move their muscles, for example their hands, to grab materials they would need to use.

Social/emotional

Children at this age of 3 and 4 are well known to express themselves. By talking about their own work to others.

Language/literacy

This activity will have a lot of language and literacy in depth with it because light has a lot of different meanings. The children will get to know different vocabulary words from it

List 5-10 target vocabulary words

*(Remember: These should be **challenging** vocabulary words, not common words that the children should already know. You want to **increase** their vocabulary.)*

Electricity, Street Light, Solar Power, Flame, Rainbow, Firefly, Battery,

Creative Arts

The students will use different materials they haven't used before like tissue paper. It will be a different texture.

STANDARDS/GOALS

What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity?

*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

CREATIVITY AND IMAGINATION

PK.AL.5. Indicators:

- Maintains focus on a task
- Seeks assistance when the next step seems unclear or appears too difficult
- Modifies strategies used to complete a task

Domain 2:
Physical
Development and
Health

PHYSICAL DEVELOPMENT

PK.PDH.1. Indicators:

- Identifies sights, smells, sounds, tastes and textures
- Compares and contrasts different sights, smells, sounds, tastes, and textures
- Communicates to discuss sights, smells, sounds, tastes, and textures

<p>Domain 3: Social and Emotional Development</p>	<p>SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS</p> <p>PK.SEL.3. Indicators:</p> <ul style="list-style-type: none"> • Interacts with significant adults • Seeks guidance from primary caregivers, teachers and other familiar adults • Transitions into unfamiliar setting with the assistance of familiar adults
<p>Domain 4: Communication, Language, and Literacy</p>	<p>MOTIVATION</p> <p>PK.AC.1. Indicators:</p> <ul style="list-style-type: none"> • Participates in small or large group activities for story-telling, singing or finger plays • Asks questions • Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) • Initiates and extends conversations, both verbally and nonverbally • Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)
<p>Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)</p>	<p>MEASUREMENT AND DATA</p> <p>PK.MATH.10. [NY-PK.MD.1.] Identified measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p>

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AUTHENTIC ASSESSMENT

1. *What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?* I will determine that if the children were able to understand the different concepts of light, they will go to their peers and ask them questions based on what they have learned.

2. *What evidence will you gather to assess each child's developmental progress?*

The evidence I will gather from each child's developmental progress is to always walk around to see if they are always communicating with each other. Making sure they understand what's happening with the work.

3. *Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*

	POST-ACTIVITY REFLECTION
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<ol style="list-style-type: none"> 1. <i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i> 2. <i>What surprises might there be?</i> 3. <i>What challenges do you envision in implementing this activity?</i> 4. <i>How might you modify this activity the next time to make it more successful?</i> 	<p>The most successful parts of this activity that supported children's growth and learning was focused on their visual arts and their knowledge about light. The children were able to light in many different forms. From readings and different activities. They used their social skills to talk about their stained glass windows. On where they got the inspiration from. They used their sensory skills to grab the different materials they haven't used before. They enjoyed talking about the books to each other.</p>
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