

## Activity Plan

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OVERVIEW/FRAMING	
<b>This Activity Plan is part of a larger Learning Experience Unit on:</b> Where we live?	
<b>TOPIC</b> <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>	The topic for this activity is developmentally and culturally appropriate for the group. The children are going to be able to express themselves by creating their own homes. It's their home, they can add anything they want and create it how they feel it should look.
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	Why do we have different homes? What makes your home different? What makes your home special? What makes your home different from everyone else's? What makes your home feel like home? SWBAT: create their own homes and compare the differences between each other.
<b>CONTENT FOCUS:</b> <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

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	Pre K
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Basics of DAP A current development will be physical, intellectual, social and emotional development. I'm expecting to focus a bit more on physical development. I want the children to use their small muscles. I want them to be able to use scissors without any help and glue and cut and paste all on their own. This activity I have is an independent activity. I will help by demonstrating and reminding children how to do such things but not instructing them on how their activity should look.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	One misunderstanding the children might have with this topic would probably be able to express what they are creating that's where their social and emotional development forms. Some children aren't as social.
<b>SOCIO-CULTURAL CONTEXT:</b> <i>What do you know about this group of children in terms of their cultural</i>	In terms of cultural backgrounds, Language, and learning styles the classroom will be focused on creativity. The classroom is based on the children being able to express themselves and having cultural activities and pictures of their families hung around the

<i>backgrounds, learning styles, languages spoken, and learning experiences to date?</i> <sup>1*</sup>	classroom. The classroom is built on English and Spanish by choice but with the parent's permission for them to learn as well.
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<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i>	<b>LEARNING ENVIRONMENT</b> <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
Materials: Molding clay Boxes Construction paper Scissors Glue Crayons Markers	Art: in the art center I will provide the children with lots of art tools. There will be boxes for children who want to create their own house item box or construction paper. There will also be clay for those children who want to connect the boxes using  Sensory: the sensory center will also be available for children to create their homes. They will then be able to compare homes and see why one is different from one another.	The library center will be filled with books that are fit for them "where we live". Books: A very special house by Routh Krause Where are you from by Alejandro Algarra Wonderful homes from around the world by Yushio Komastso My favorite food by Lisa Bullard A ticket around the world by Natalia Diaz

<b>THE LEARNING EXPERIENCE</b>	<b>Multimodal Engagement</b>  -visual/ spatial intelligence  -Existential	<b>Differentiation</b> <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, are very physically active, or emergent bilingual, etc)</i>
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<sup>1\*</sup> Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

<b>The spark/launch/intro</b> <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>I will begin by reading Wonderful homes from around the world by Yushio Komatso. I will then ask questions, what makes your home different? What makes your home feel like home? What makes your home your home? Each child will answer each question. Lastly, I will then encourage each child to create their own homes.</p>	<p>- Interpersonal</p>	<p>For this activity I feel that it is modified for lots of students to be able to achieve it. For those who are bilingual, I will find ways to explain it in a way that they're able to understand. I am also bilingual myself so I do speak Spanish, so I will be able to translate for those who speak Spanish. For those who speak other languages, I will try my best to translate. There are students with different learning styles and needs so that's why I chose two types of styles to create their homes. One is with Clay and the other is with cardboard boxes and construction paper. I know that there are children who are sensitive to sensory input, so building their own rooms out of boxes and construction paper will be more suitable for them. But Then</p>
<b>The activity</b> <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>Each child will choose whether or not they want to use boxes, construction paper, or molding clay. Each child will also begin to form their own home. Using the materials that are provided</p>		
<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	<p>Students will share the homes they created with class and talk about why they chose the materials they used.</p>		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	<p>To build on this activity the next day I can bring out everyone's homes and ask a child randomly whose house it belongs to. To see if they remember.</p>		

			there are those kids who like to get dirty and really put their all in so Clay is a good fit for those groups of children who like to be more physical.
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**GROWTH AND LEARNING**

*How will this learning experience support the children’s growth and learning in the following domains?*

<b>Cognitive/thinking</b>	How they want their homes to look.
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<b>Physical</b>	Cutting paper and sculpting working on fine motor skills and gluing
<b>Social/emotional</b>	Interacting with other students, talking about their home.
<b>Language/literacy</b>	Home/casa Apartment/apartamento Stairs/escaleras Elevator/ascensor Mailbox/buzon ..... List 3-5 target vocabulary words:
<b>Content Area(s)</b>	Visual arts

<b>STANDARDS/GOALS</b>	
<i>What Pre-K Common Core Learning Standards (CCLS)<sup>2*</sup> are addressed in this activity?</i>	
Domain 1: Approaches to Learning	PK.AL.1 Indicators:D
Domain 2: Physical Development and Health	PK.PDH.5. Indicators:A
Domain 3: Social and Emotional Development	PK.SEL.6. Indicators: A
Domain 4: Communication, Language, and Literacy	PK.AC.4. Indicators: C
Domain 5: Cognition and Knowledge of the World	PK.ARTS.5. Indicators:A

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<sup>2\*</sup> For CCLS, please go to the following URL:

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common\_core\_standards/pdfdocs/nyslsprek.pdf"

### **AUTHENTIC ASSESSMENT**

*What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)*

In a performance based assessment I will observe the materials the children are using to create their homes. I will film the steps they took to get to the finishing product. I want to take notes on conversations that will have with each other while they glance at each other's work. Students will be able to answer questions such as why did you choose these materials? What made you create your house this way?

### **POST-ACTIVITY REFLECTION<sup>3\*</sup>**

*What aspects of this activity seemed to be most successful in supporting the children's growth and learning?  
What, if any, surprises were there?  
What, if any, challenges were there?  
Record the results of your authentic assessment activity.  
How would you modify this activity the next time to make it more successful?*

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<sup>3\*</sup> You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.