

## Activity Plan

**Designed by: Jonette Julien**

**Curriculum Topic: Plants**

OVERVIEW/FRAMING	
<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>	Planting seeds allows children to plant seeds to help create new plants. In this activity the children would use their cognitive skills to do so. There are various seeds for them to choose from, with pics of what the plant would be when it starts growing. Each child would have an opportunity to pick their seed of their choice and plant it. As we plant the seeds in the soil, I want them to write what they think would happen next?
<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>	What do we have in common with plants? What kind of food do we get from plants?
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<div> <a href="#">Visual Arts</a> </div> <div> <a href="#">Emergent Literacy</a> </div> <div>           Music            Mathematics         </div> <div>           Movement/Dance  <a href="#">Science</a> </div> <div>           Drama  <a href="#">Social Studies</a> </div>

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	PreK students are at the prime stage of learning and understanding. This age group of children are aware of their surroundings. They can understand, engage and create signs or symbols to describe what it is they are saying. They are able to create stories, through scribble, painting, and even just using letters, that most likely a letter from their name. In this activity they would have a chance to create a story with the seed they planted, and what they expect would happen when the plant is watered, given light and taken care of daily.

<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children at this age in their development, are still learning how to process things. In this plant activity they have the opportunity to interact with their peers, and actually learn from each other. Vygotsky central focus is on social interaction, which he believes that children can learn from each other. Although they are all still developing individually their personalities, emotions, characters, and even expressing themselves, they can learn and grow together.
<b>SOCIO-CULTURAL CONTEXT:</b> <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>	We live in very diverse world. NYC is known for diversity and multicultural families, as a place of residency. In our class we have students with backgrounds from different parts of the world. Different culture, beliefs, languages and learning capabilities. Meeting the children where they are culturally would allow us to understand them more and help them as we identify each child and their learning needs. In our class we make up our inner socio-cultural society, within these walls, and we would grow in knowledge together.

**\* Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.**

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<i>What materials will you need to teach this activity?</i>  <i>List <b>all books (title and author) and materials</b>, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity?</i>  <i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i>  <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>	<i>What events or resources, including people, might you need to arrange in advance?</i>  <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>Seeds, empty milk carton, dirt, water, and popsicle sticks</p> <p>What do roots do? Kathleen V Kudlinkski  What is taste? Jennifer Boothroid  Fall Leaves Loretta Holland  A tree for all seasons Robin Bernard  Plants can't sit still Rebecca Hirsch</p>	<p>The science center would be filled with different plants, seeds, insects, and sand to pretend dirt as we dissect the activity of plants and their importance. Library with books on plants, bugs, pollination and food chain. Fill my room into a room of discovery, leaves from outside different colors and shapes.</p>	<p>Visit the local parks, neighborhood gardens, florist shops, local botanical garden, and fruit stands.</p> <p>All parents are invited  Local park rangers ( tour)  Milk carton from school acceptable ( but parents can send in small plant</p>

<b>THE LEARNING EXPERIENCE</b>	<p><b>Multimodal Engagement</b>  <i>Identify and explain how this activity provides opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial,</i></p>	<p><b>Differentiation</b>  <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
--------------------------------	---	--

		<i>bodily-kinesthetic (tactile), auditory</i>	
<b>The spark/launch/intro</b> <i>What will you say or do to engage the children in this experience?</i>  <i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	<p>Today I want us to explore the dirt that you plant your seed in. If you look with your magnifying glass you can see little tiny insects crawling around.</p> <p>Do you know that insects play a role in plant growth?</p>	<p>The plant song with moves. (<b>Kinesthetic</b>) <b>Visual</b>/Spatial as they create in their mind the outcome of their plant project. Which causes them to learn at their best when doing so. <b>Verbal/ Linguistics</b> as they tell me the story about their plant, their pictures they drew.</p>	<p>Due to the many different learning abilities, I would have to adjust accordingly. sensory, I would to come from an angle of being more visual. Physically or active, using Kinesthetic theory to help them while learning. Language , discovering it in their language and implement it into the lesson plan</p>
<b>The activity</b> <i>What will the children be doing?</i> <i>List the procedure step-by-step.</i> <i>What will you say or do to support their process?</i>  <b>Remember:</b> <i>This should be a creative, experiential, and hands-on learning activity. The children should be <b>actively</b> engaged in learning through play and exploration.</i>  <p>This activity allows them to explore science and their environment. Allowing them to expand their knowledge on the importance of plants.</p>	<p>This activity allows them to explore science and their environment. Allowing them to expand their knowledge on the importance of plants.</p>		
<b>Reflection</b>	<p>We would return to our meeting place, and we would discuss what we discovered from this</p>		

<i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	project. Their likes and dislikes, their discoveries, their takeaway from the project. Let everyone share their story.		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	Dissect a plant. Using slides and microscopes, explore the different parts of the plants. As we watch the youtube video before hand how.		

<b>GROWTH AND LEARNING</b>	
<p><i>How will this learning experience support the children's growth and learning be in the following domains?</i></p> <p><i>Use your knowledge of child development and milestones and the theories of child development you have studied.</i></p>	
<b>Cognitive/thinking</b>	When we think about plants and what they mean to us, I want the children to discover what plants means to animals, insects and the food chain. Using the magnifying glass to observe tiny insects living in the sole, and understanding their purpose living in the soil and how it helps plants.
<b>Physical</b>	As the children plant seeds and put dirt in their cartons, they are using their gross motor skills. (grasping, pouring, and writing and inserting the sticks in the dirt.)
<b>Social/emotional</b>	

	This project helps them to develop emotionally , socially and independently, because they have an opportunity to learn from each other, be thinkers and research and make discoveries and most importantly they get to share their experiences
<b>Language/literacy</b>	<p>This activity would help them to discover what would make up plant life and how important it is to us as humans, insects and animals.</p> <hr/> <p><b>List 5-10 target vocabulary words</b>  <i>Photosynthesis, Stems, Root,Chlophyll, Nectar, Pollination,Phloem, Fertilizer, Phosphorus,Carbon</i></p>
<b>Creative Arts</b>	

<b>STANDARDS/GOALS</b> <i>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 <b>actually targeted</b> 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	Engaged in discoveries and science

Domain 2: Physical Development and Health	Awareness of the importance of plants and how we need it to live. Planting and helping create more plants to help out communities adding more plants. Gardening and digging up dirt and discovering food from in the ground and on trees.  (Body movementment , digging using mini shovels up/down movements)
Domain 3: Social and Emotional Development	Expressed their dislike to certain plants, fruits, veggies and insects.  (using facial expressions, words and tears to voice how they feel)
Domain 4: Communication, Language, and Literacy	Communicated their interest to me about certain books, insects, plants and gardens. Drawing pictures and making collages out of the materials distributed in class
Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	Aware of their surroundings and knowledgeable about the importance of plants and how they can make a difference.  using the science center to discover the plants, insects and using the magnifying glass to assist them.

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	As we engage in discussion I would reflect on the assignments we went over the course of the week. Each child would have an opportunity to speak on what they learned. They would share any books of interests, videos, or plants of interest. They can tell me the story behind their painting and what they are trying to say through the creations.

<p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	<p>The evidence I would gather is the from our group conversations and our one on one, Letting them explain to me what they learned and if they did not fully grasp it, see where I can go back to help them understand in a more simple way. What can I do differently?</p> <p>lessons, activities, drawings, even the song about the subject.</p>
--	---

POST-ACTIVITY REFLECTION**	
<p><i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i></p> <p><i>What surprises might there be?</i></p> <p><i>What challenges do you envision in implementing this activity?</i></p> <p><i>How might you modify this activity the next time to make it more successful?</i></p>	<p>With some of the children afraid of insects how can I talk, discuss and show the children about the soil and not make them uncomfortable.</p> <p>How to go about this with my children who has a sensory sensitivity?</p> <p>I would like to take a poll first about my activity to see how many students are okay with it and how many are not. I want an activity that everyone feels comfortable about and are willing to participate. Children should be excited about what they are learning and want to engage.</p> <p>Plan a curriculum around the knowledge of knowing my students and what intrigue their minds</p>

\*\*You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.