

Activity Plan

Designed by Elisa Perez

Curriculum Topic: Unit Two; My Five Sense

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 children naturally explore the world around them through their senses. In this lesson children will learn what the five senses are, and which part of the body is used to perform which sense. They will explore and extend their learning experience of each sense through various activities and games.			
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>	<ul style="list-style-type: none"> -What are the five senses? -What can we do with our senses? -What part of our body do we use for the sense of sight? Hearing? Touch? Smell? Taste? -How does it look? Feel? Smell? Sound? Taste? 			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Emergent Literacy	Music Mathematics	Movement/Dance Science	Drama Social Studies

KNOWING THE LEARNERS¹	
AGE RANGE:	Pre-Kindergarten, 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>	According to Piaget's theory, children of age 2-7 fall under the pre-operational stage. During this stage children can think about things symbolically and interpret the world through language and mental imagery. They might be aware of smelling, touching, tasting, hearing, and seeing but use symbols to refer to their senses.

¹You 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.

<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>Children might not know the appropriate terms for each sense and might be unsure of which part of their bodies performs which sense. They might be unaware of how to use their sense to be aware of safety and to understand the world around them.</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>Children have not had a formal learning experience, but I do expect to have children from different cultures and backgrounds. Children will have different levels or styles of learning. My job is to get to know each student and form a connection with the parents to better assist each child with the help they need to help them grow and develop accordingly. I am designing this activity for a multicultural classroom and will take the children age, culture, language, into account to shape all aspects of learning.</p>

<p align="center">MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p align="center">MATERIALS</p>	<p align="center">LEARNING ENVIRONMENT</p>	<p align="center">EVENTS/RESOURCES</p>
<p><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>Book: <i>Lucy's Picture</i> by Nicola Moon Activity: Collage Making Materials: Construction paper, newspaper, magazines, gift wrapping paper, colorful pom poms, feathers, scraps of sandpaper, bubble wrap, aluminum foil, buttons, scraps of cardboard, pipe cleaners, popsicle sticks, ribbon, stickers, dried pasta, scraps of fabric, glue, tape,</p>	<p><i>What modifications will you need to make to the classroom to support this activity?</i></p> <ul style="list-style-type: none"> - We will gather at the rug and read <i>Lucy's Picture</i> by Nicola Moon. I will make sure the children see the illustrations so they can see Lucy's collage - My collage sample will be displayed after the read aloud so children have an idea on how to do it. - Glues sticks, tape, scissors, and many different scraps of materials will be provided. - Children will tear pictures from newspapers/magazines to make the activity safe for everyone. - Children will be encouraged to add just about every piece of material that is provided for the activity. - Their work will be displayed on a bulleting board. 	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <ul style="list-style-type: none"> - Library will have books about each sense and a few books about all five senses. - First, we will read <i>Don't Touch My Hair</i> by Sharee Miller Followed by <i>Lucy's Picture</i> by Nicola Moon. - A sample collage already made to guide them into making their piece of art. - after the read aloud, discuss about what they noticed about Lucy's collage. - pre-cut photos, and words from newspaper/magazines for children to use. - pre-cut fabric, sandpaper, bubble wrap, fabric, and ribbon. - Discuss how there is no right or wrong way to collage and they should get as creative as they want.

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, bodily-kinesthetic (tactile), auditory</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>
The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i>	First, I will play a little game of Simon Says to introduce the parts of the body that we use to perform each sense. Then I will introduce them to a song	Musical: Children will learn the five senses through a song	- The song can be translated into another language

<p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>called <i>My Five Senses</i> by The Kiboomers to get the children to move around and dance.</p>	<p>followed by a game of Simon Says to get them to move around, sing and dance. This will make them aware of which body part performs which sense.</p>	<p>for the bilingual children to sing along.</p>
<p>The activity What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</p> <p>Remember: This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</p>	<p>After reading <i>Lucy's Picture</i> by Nicola Moon We will discuss a bit more about her Picture and the materials she added. Then Using an 8x 11 inches cardboard, children will</p> <ol style="list-style-type: none"> 1. Cut, tear, or used the pre-cut photos and words. 2. Layer the photos/words on the base (cardboard) let them arrange until they are happy with the way it looks. 3. With the help of a teacher/assistant glue the photos into place 4. Encourage them to add at least one of each material provided into their collage. 5. Allow their collages to dry in a drying rack. 6. When their collages are dry, we will gently use our sense of touch to feel the different textures we have created. 7. We will share our collages during circle time. 	<p>Kinesthetic: Children will use their hands and sense of touch to feel, tear, and glue materials into the cardboard. They will experience different types of materials and textures.</p> <p>Visual: The children will first analyze Lucy's picture from the read aloud. Then they will look at the teacher's collage sample to get an idea of what a collage should look like. They will analyze and explore the variety of materials.</p>	<ul style="list-style-type: none"> - The teachers can use a hot glue gun for children who are not comfortable with the feeling of glue. - Create an anchor chart of the five senses in English and another language for the ELL/ ENL - Encourage students to help one another and share ideas before gluing the materials,
<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>After the activity is complete and we all shared our collages, the children will discuss which senses they used to create their collage.</p> <p>The children can also share what they like most about the activity.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>I can ask the children to close their eyes and feel another student's collage. Then discuss the textures they feel. This will allow them to experience how it is for those people who do not always have their five senses.</p>	<p>Logical/mathematical: Children will use their critical thinking skills</p>	

		to arrange materials and created patterns.	
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GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning be 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 learn about their five senses to make sense of the world. They will learn about their senses through color, shapes, textures, and a variety of materials. Children will be planning, experimenting, and problem solving through, sorting, arranging, and gluing. This activity will give children a chance to make decisions and to learn decision making about their own work.
Physical	Children will use their fine motor skills to tear and glue materials into the cardboard. Picking up small objects such as pom poms/pipe cleaners, squeezing the glue and putting the materials onto the paper-all require the use of their small muscles.
Social/emotional	Children will be able to express their feeling in an artistic way. They can relax and focus while working on their collages and because they are making decision about their work, they will end up feeling successful and take pride in their work.
Language/literacy	<p>The children will be so excited to start their collages once they see all the colorful materials. They will happily talk to one another about new textures, sticky glue, soft feathers, colorful pom poms, bendy pipe cleaners. A great activity to encourage children to develop their descriptive language.</p> <hr/> <p>List 5-10 target vocabulary words <i>(Remember: These should be challenging vocabulary words, not common words that the children should already know. You want to increase their vocabulary.)</i></p> <p>eyesight, hearing, taste, soft, rough, bumpy, bitter, senses, texture, sour.</p>
Creative Arts	Collage making encourages children to use their imagination and creativity to freely arrange and then glue materials into cardboard. As they can make their own decisions about their work knowing there is no wrong way to achieve this activity.

STANDARDS/GOALS²	
<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 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	AL.2 B. Attempts multiple ways to solve a problem AL.3 A. Uses Materials in novel ways to represent ideas, characters, and objects B. Identifies new or additional materials to complete task D. Seeks innovative thinking AL.4 A. Ask questions using who, what, when, how, why, where, what if D. investigates areas of interest F. willingly engages in new experiences and activities
Domain 2: Physical Development and Health	PDH. 1 A. Identifies sights, smells, sounds, taste, and textures B. Compares and contrasts different sight, smells, sounds, taste, and texture C. Communicates to discuss sight, smell, sounds, taste, and textures PDH.2 B. Exhibits appropriate body movement when carrying out a task PDH.3 A. Displays an upright posture when standing or seated PDH.5 A. Demonstrates ability to use fine motor skills B. Manipulates small objects with ease C. Uses button, zippers, snaps, hooks, and tape successfully

²Refer to the “Pre-K Common Core Learning Standards and Domains for Learning” located on Blackboard in the Assignment materials to identify Learning Standards that you will list above.

<p>Domain 3: Social and Emotional Development</p>	<p>SEL.1 A. Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation B. Appropriately names the type of emotions</p> <p>SEL.2 F. Identifies likes and dislikes, needs, and wants, strengths and challenges</p> <p>SEL.3 A. Interacts with significant adult B. Seeks guidance from primary caregivers, teachers, and other familiar adults</p> <p>SEL.4 B. Interacts with other children C. Shares materials with other children D. Sustains interactions by cooperating, helping, and suggesting new ideas for play E. Develops friendship with one or more peers F. Offers support to another child or shows concern when a peer appears distressed</p> <p>SEL.5 A. Seeks input from others about a problem B. Uses multiple pro-social strategies to resolve conflicts C. Uses and accepts compromise, with assistance</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>AC.1 B. Asks questions C. Listens attentively for a variety of purposes D. Initiates and extends conversations both verbally and nonverbally E. Makes choices about how to communicate the ideas they want to share.</p> <p>AC.2 A. Ask questions related to an item, event, or experience B. Correctly identifies meanings of word in read- alouds, in conversations, and in descriptions of everyday items in the world around them C. Attempt to use new vocabulary correctly</p> <p>AC.4 A. Understand and follows spoken directions B. Identifies pictures related to words D. Expresses understanding of words used in read- alouds, in conversations, and in descriptions of everyday items in the world</p>

	AC.5 B. uses new and rare words introduced by adult or peers AC.6 D. Reviews and reflects on their own representation/creation
Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	Math.12 Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to

AUTHENTIC ASSESSMENT	
1. <i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	I will determine if children were able to understand the concept of their five sense by observing them closely and listen to their discussions. I will listen closely to see if they are attempting to use new vocabulary that they learned.
2. <i>What evidence will you gather to assess each child's developmental progress?</i>	Reflective Assessment: I will ask children to reflect on their decision making, I will ask them what typed of texture they used. The colors they see and other material they used.
3. <i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i>	I will ask them to identify their five senses and describe how their senses help them be aware of the world.
POST-ACTIVITY REFLECTION³	

³ 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.

<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>Nicola Moon's book introduces children to collage making as a free, no right or wrong way to make art. Through this activity children will learn problem solving and decision making. They have the power to arrange and glue materials in their own way. They will build their self confidence and take pride into the work they do.</p> <p>Not all children will be comfortable to use scissors or be comfortable with tearing newspaper and using glue.</p>
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