

Activity Plan

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OVERVIEW/FRAMING				
This Activity Plan is part of a larger Learning Experience Unit on: All about My Feeling				
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>	I chose this topic because at this stage, the children move from a family environment to the school environment, so this stage is emotionally difficult for the children in several aspects. For example, sharing with others, their capacity on finishing a task, accepting their differences. This curriculum will help to express their frustrations, understand they all can experience the same feelings, help them to work in groups, and to learn to accept their differences.			
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 will understanding my feelings help me understand my actions? How will it help me in my relationship with my peers? EQ: What do I know about my feelings? Goal: The children have a deep understanding of the characteristics of each emotion visually and be able to express them all. SWBAT: identify the emotions and associate them with colors.			
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 LEARNERS	
AGE RANGE:	Pre-k
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>This activity will help the children in all their development domains. Physically, the children will develop their fine and motor skills by using their small hand muscles while painting, and big legs muscles when dancing to the songs. Socially and emotionally, by expressing their understanding of their feelings and expressing them with peers. Cognitively, the children will have more reasoning logic to the environment around them. And lingually, the children will learn more vocabulary words, understand the characteristics of these words.</p>
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	<p>The characteristics of emotions can be similar in some ways, so that can be very confusing to them. I will be addressing that by separating these characteristics into two categories.</p>
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	<p>The students in this class reflect the direct neighborhood of the school. The class will be split between people that are White, Black, Middle Eastern, Eastern Asian, and Latin</p>

<i>backgrounds, learning styles, languages spoken, and learning experiences to date?¹*</i>	American. Some students are bilingual students, and there are no students with disabilities. Students come from a different income level and different family structure.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>List all materials, including any used during the launch/reflection.</i>	LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
Box of emojis, pencils, papers, paint brushes, aprons, wipes, and paint, blank faces.	Art Center: The art center will have markers, colored pencils, copy paper, and paint, so the children will have the materials they need for this activity.	Field Trip: The children will go to an Art Museum to see self-portraits and explore their facial expressions. The Library Center will be filled with books about Emotions: The Color Monster by Anna Llenas My Feelings and Me by Holde Kreul I'm Happy-Sad Today written by Lory Britain Beautiful Oops by Barney Saltzberg The Feeling Series Trace Moroney It's Ok to Be Different by Todd Parr Big Feelings by Alexandra Penfold

THE LEARNING EXPERIENCE	Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>
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^{1*} 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.

<p>The spark/launch/intro <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>	<p>The emoji will be my spark. When the children see the emoji, I will ask the children what these images mean to them? I will ask them if they can link the emojis to an experience they had? We will learn more about the emojis, and what emotions link to them?</p> <p>Read Aloud :The Color Monster by Anna Llenas</p> <p>The song “Mr. Rogers I am angry” This will help the children to have a more descriptive understanding of certain emotions</p>	<p>← <i>Intra-personal Intelligence</i></p> <p>← Linguistic Intelligence</p> <p>← <i>Linguistic Intelligence</i> ← <i>Musical Intelligence</i> ← <i>Body kinesthetic.</i></p>	<p>-For bilingual children I will offer a video explaining the emotions in their language. I will provide books about emotions in many different languages. I will also provide songs about emotions in different languages.</p> <p>-For children with learning delays I will offer different tools that they may need to work with the activities. I will offer them personal support if needed as well as enough time to complete work. I may change some parts of activities if I notice that it’s difficult for them and replace it with things that are acceptable and easy for them.</p> <p>-For children with hyperactivity, I will offer more moving activities such as, yoga, dancing, choreography. I will try to make more activities with toys</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>1.I will have a box of emojis that represent different emotions. 2.Next, I will tell the children to select an emoji that represents their feelings and let them draw that emoji. 3.After, I will tell them to select any color they want which represents the way they feel and let them paint their picture. 4.Then, I will ask them why do you think this color represents the way you feel? 5.Me and the kids will categorize the colors and their association with the feelings.</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>- After finishing the activity, some of the children will share the drawing with the class, explain why they chose their emotion, and why they chose a certain color to express that emotion. Others will discuss it with their classmates in small groups. For some, I will sit with</p>		

	<p>them individually and discuss their emotions with them.</p> <ul style="list-style-type: none"> - After finishing listening to the song, the children might have experiences relating to the songs. 		such as Legos and building blocks so they can move more.
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<ul style="list-style-type: none"> -I will provide different songs that speak about feelings, and I will let the children choose what song they want to play. -I will provide play-doh. The children can use the play-doh to make different emotional faces. - I will provide many books that speak about emotion. I will have some books in different languages for the kids that need it. 		

GROWTH AND LEARNING	
<i>How will this learning experience support the children's growth and learning be in the following domains?</i>	
Cognitive/thinking	. The children will develop their cognitive development because by understanding their emotions, they will develop thinking and reasoning.
Physical	The children will develop fine motor skills, drawing, and painting.
Social/emotional	The children will develop socially and emotionally by expressing their feelings and share it with peers.
Language/literacy	<p>The children will develop language/literacy by sharing their thoughts and feelings with peers and knowing the names of the emotion and their characteristics.</p> <p>List 3-5 target vocabulary words: Emotions , special, label, mix, express.</p>
Content Area(s)	Social and emotional development.

STANDARDS/GOALS	
<i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i>	
Domain 1: Approaches to Learning	<ol style="list-style-type: none"> 1. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. b) Expresses an interest in learning about and discussing a growing range of ideas.

^{2*} 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"

Domain 2: Physical Development and Health	5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.
Domain 3: Social and Emotional Development	2. Regulates his/her responses to needs, feelings and events b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.
Domain 4: Communication, Language, and Literacy	3. Demonstrates that he/she understand what they observe b) Identifies emotions by observing faces in pictures and faces of peers and adults.
Domain 5: Cognition and Knowledge of the World	1.Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. e) Paints, draws and constructs models based on observations.

AUTHENTIC ASSESSMENT	
<i>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...)</i>	1-I will observe the children when choosing the emoji before drawing. I will make sure the children select the emoji that represents how they are feeling. If the children don't understand what an emoji represents, I will give them a description. 2- When the children finish drawing their emoji and start coloring, I will observe what colors the children are selecting. Also, I will ask them why they selected this specific color . This will help me make sure they are making the association between the emotional characteristic and the color that matches with it. If the children's explanation to me doesn't make sense I will teach the children how to make an association between color and feelings.

POST-ACTIVITY REFLECTION ^{3*}	
<i>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?</i>	

* 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.

Record the results of your authentic assessment activity.
How would you modify this activity the next time to make it more successful?