

Activity Plan

Designed by: Emily Crapa

Curriculum Topic: Friendship

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 collaborative animal making activity gives students the chance to make new friends and new experiences. Children are able to bring their imagination to the activity and collaborate ideas with other students based on similar interest.
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>	During the activity, children will see that their classmates may have similar interest with them and connect through that interest. Though this activity they see how friends come together to create and they can create something both their peers and they enjoy. They are introduced or continue with teamwork and sharing
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Mathematics Science

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Pre-k children are around the ages 3-5. Around this age children begin to learn physical independence while also developing more social skills. Some begin to show genuine interest in other children's ideas and further encourage curiosity.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Some children might think that because other children don't like the same animal as them, they might be less than or the animal might be less than. To handle this situation, I will explain that everyone is different and has different interest and it's okay to!
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> *	Family, peers, community, geography and history all influence the child in their own way. I set my lesson up to involve unique perspectives and interactions for a diverse group.

*** 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.**

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(Think about what materials, books, rearranging of classroom furniture, etc. You might need to make in learning centers, bulletin boards, meeting spaces, etc.)</i>	EVENTS/RESOURCES <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 community members to the classroom, etc.)</i>
<p>Books included in this activity would be</p> <ol style="list-style-type: none"> 1. Making friends: dealing with feelings (Nicocla call and Sally Featherstone) 2. Will you be friends with me (Kathleen Long Bostrom) -celebrates difference 3. We're different, we're the same(Bobby Kates, Joe Mathieu) 4. What If we were all the same (C M Harris) <p>Materials used will be anything appropriate around the classroom.</p>	<p>To support this activity, I might put some of the materials the children are more likely to use where it is reachable and available.</p> <p>I may also have to set up tables differently</p>	<p>If there is an animal that majority of the children have interest with, I may be able to get that animal for the day (depending on what the animal is).</p>

<p>This includes art station materials, (a bottle of paint could act as the body of an animal), cotton balls could act as fur etc...</p> <p>I would also use a whiteboard or chart paper to write down who likes what animal.</p>		
	Multimodal Engagement	Differentiation <i>How will you modify this activity for</i>

THE LEARNING EXPERIENCE		Identify and explain the ways that this activity provides opportunities to use at least three learning modalities: kinesthetic, tactile, musical, linguistic, auditory, visual/spatial, musical	children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)
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>	To engage children in this experience, I would start by talking about the children's physical similarities and differences. We will also read some books about friendship so while they do the activity they can make new connections.	Kinesthetic- children walk around the classroom for materials Tactile- students physically touch materials to build and create Visual and auditory- children talk about and present their animal creation Auditory – children listen for the name of their favorite animal	To modify this activity for children who are emergent bilingual, I would review the vocabulary words relating to friendship in the meeting area on poster paper.
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> <i>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.	One child at a time will stand up and share one of their favorites such as favorite animal or favorite color and if the other children have the same pick in a favorite they will stand up and say "me too"! Children then use objects around the classroom to create their favorite animal. Depending on the choices of the animals they have in mind groups may not work. I want children to create their own animal even in no other child is in favor of the same animal. To give children an idea on what they are supposed to create, I would use an example such as paint brushes can be used for the animals arms.		
Reflection	After this activity, the children should have engaged a bit more with the peers they were		For children who are very physically active, considering this activity involves children being able to get up and walk around the classroom for materials, I feel like they have ample opportunity to be active. . If they need to be more active, the activity does not have

<i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	working with. I want them to be comfortable with who they work with and not be scared to voice their ideas.		to be done at the table per say. They can choose another part of the room to go to with their group or be the supplies person for that group
Possible Extensions <i>What could you do on another day to build on this activity?</i>	To build on this activity, instead of animals we could do foods. The children could come up with their own menu (including their favorite dishes).		

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 be thinking about what they can use to create their animal and overall flow with creativity.
Physical	It is important to give children sensory experiences. Here in this activity, children walk around the room to gather objects and use their hand muscles to put objects together. They use both gross and fine motor skills. Children often tend to make good decisions about risk taking here.
Social/emotional	It is very important for children to feel like they belong. Throughout life children will come across people who they share certain interest and people who don't share common interest. With this activity children will connect with their classmates.
Language/literacy	Children speak to each other about ideas and interest while also reflecting on the word and meaning of friendship

	<p>Included, relationship, connection, bond, respect, similarity</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>
Creative Arts	<p>This activity allows children to be creative with materials around them for sculpting.</p>

<p>STANDARDS/GOALS</p> <p><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></p>	
<p>Domain 1: Approaches to Learning</p>	<p>1.d self-selects play activity and demonstrates spontaneity</p> <p>1.e. uses “trial and error”</p> <p>2.d engages with peers and adults to solve problems</p> <p>3.a use materials/ props in novel ways to represent ideas, characters and objects</p> <p>3.b identifies new or additional materials to complete a task</p> <p>3.e Demonstrates innovative thinking</p> <p>4.d investigates areas of interest</p> <p>4.e takes objects and materials apart and attempts to reassemble them</p>

Domain 2: Physical Development and Health	<p>2.a Demonstrates body awareness when moving in different spaces</p> <p>2.c demonstrates awareness of spatial boundary and the ability to work within them (aware of things around them)</p> <p>5.a Demonstrates ability to use fine motor skills (engages in finger play, uses materials such as pencils, paintbrushes, eating utensils and blunt scissors effectively</p> <p>5.b Manipulates small objects with ease (fits objects into holes, strings, wooden beads</p>
Domain 3: Social and Emotional Development	<p>1.a Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation</p> <p>2.c demonstrates knowledge of own uniqueness</p> <p>2.f identifies likes and dislikes, needs and wants, strength and challenges</p> <p>4.b interacts with other children (in play, conversation etc.)</p> <p>4.c shares materials and toys with other children</p> <p>4.d sustains interactions by cooperating, helping and suggesting new ideas for play</p> <p>4.e develops friendships with one or more peers</p> <p>6.c uses materials purposely, safety, and respectfully as set by group rules</p>
Domain 4: Communication, Language, and Literacy	<p>1.d initiates and extends concentrations both verbally and nonverbally</p> <p>5.e initiates conversation about a book, situation, event or even print in the environment.</p>

	<p>6.d reviews and reflects on their own representations</p> <p>PK.ELAL.19 a. follows agreed upon rules for discussion, including listening to others, taking turns, staying in topic</p> <p style="padding-left: 40px;">b. participates in conversations through multiple exchanges.</p> <p style="padding-left: 40px;">c. considers individual differences when communicating with others.</p> <p>PK.ELAL.23 Creates a visual display</p> <p>PK.ELAL.24 Expresses thoughts, feelings, and ideas</p>
<p>Domain 5: Cognition and Knowledge of the World , science</p>	<p>PK.SCI.5 b. recognizing the different structures of familiar plants and animals</p> <p>PK.SCI.6 a. observes and represents familiar plants and animals.</p>

AUTHENTIC ASSESSMENT	
<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <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>After they are done building their animal, we will come back to the center for discussion. Groups/ students will share their creation. We will talk about their learning experiences and how working with their group or whoever they worked with went. I would also ask students what materials they used and where they found it. More or less was it easy to find objects around the room for you to use for building your animal?</p> <ul style="list-style-type: none"> - If students actually made new friends or connections as they completed their animal, I will see that they felt like they were involved and needed. It is also a matter of if they were actually successful in making their animal.

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>In supporting children's growth and learning, the most successful aspect of this activity would be the making friends. Once actually in their group and throwing around ideas, I feel like children will be able to share and connect with one another.</p> <p>You never really know what animals the children may choose. There are many different scenarios that could play out. Children could end up having animals that are out of reach for me to bring in or maybe animals that other children do not know about.</p> <p>I want this activity to be focused on children building connections and friendships with each other through similar interest. Something that could come into action would be small arguments between the children. Maybe one child wants a material another child has.</p> <p>To make it more successful I can make sure there is more than one of each object if possible.</p>

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****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.**