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ECE 312

## **CAPSTONE**

Includes

- focused curriculum
- all 3 activity plans
- commentary

Topic- Zoo Animals

## Focused curriculum

### STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.
  - Children may be interested and excited about these animals and what involves them, furthering the want to be an active participant.
2. Will this topic foster **social interaction**? Explain.
  - Children may discuss their findings and interest about the animals with each other. It may even spark new relationships.
3. Will this topic be **meaningful** to your learners? How does it connect to ***their*** real world? Explain.
  - Zoo animals tend to show up in many aspects of the child's life whether that be through television, books, symbols etc.
4. Does the topic allow learners to **connect to prior knowledge**? Explain.
  - Children may have seen or heard these animals in cartoons, books, their parents etc. My group of students already likes to learn about pets so this is a way to expand their knowledge on animals in different ranges.
5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.
  - Children will be able to decipher the animal's actions and, in a way, leave it up to facts or their imagination.
6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

- Children have ample time and reason to stop and think about their behaviors and reactions. The topic can lead to independence and getting along with others. Thinking about the animals' behaviors and actions can add onto their own.
7. Will the topic help learners to **build on/change their current understanding**? Explain.
    - This topic will add and build on and change their current understanding because they will have background knowledge to think back to.
  8. Does the topic allow learners to **gain deeper knowledge of general principals and explanations** of the world? Explain.
    - Children can dig down deeper into their curiosity and put facts to the matter.
  9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.
    - These animals are in the real world and can be seen in real life, on symbols, films, in mantras etc. The more they know the more they can relate.
  10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.
    - Children have opportunities to practice and master observations, making connections about the animals and observations in general.
  11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.
    - This topic is great for anyone because of its range and ability to reach any child at any stage with any set of differences. Learning about zoo animals isn't set for any specific child.
  12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.
    - This topic will be interesting and motivating to learners. Children (especially at a young age) tend to be fascinated with animals and their findings on them. Children may grasp or find a liking to a specific animal or characteristic about that animal and then be even more excited to learn about it and others relating. With animals, many aspects of them can be recreated such as their movements, sound, etc.

## STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

- Animals follow children throughout their everyday life
- A zoo is a place where animals live for other to view
- Every animal has a background and a story
- They come in all different shapes and sizes
- Learning about zoo animals is good for background knowledge

2. Gather information from various sources of research. List at least 3 resources for each of the following:

### A. Children's literature

1. **Dear Zoo (Dear Zoo and friends)** by Rod Campbell
2. **My visit to the Zoo** by Alike
3. **Never ever shout in a Zoo** by Karma Wilson

### B. Website Information

1.

<https://nationalzoo.si.edu/education/educational-activities-you-can-do-home>

2. <https://www.preschool-plan-it.com/zoo-theme.html>
3. <https://www.pre-kpages.com/zoo/>

### C. Materials/Resources

**Materials – plastic zoo animal figures**

- **Animal and zookeeper costumes**
- **Picture books on animals**
- **Miscellaneous art supplies**

**Resources – 1. Take a trip to the zoo**

2. **Have a zoo or animal specialist bring in small zoo animals**

3. What did you ***learn*** from your research?

Some of the important things to reciprocate in your teaching are animal coverings, animal movements and speed, habitats, diet, characteristics, how animals protect

themselves, conservation status, predator and prey. Connections between animals can also be found all over the world.

4. What ***misinformation*** did you find in your original ideas?

I love to see these animals in real time but the more I think about the actual zoo concept the more I become skeptical. I came to the realization that without a zoo, children may never have the opportunity to see the animals in real life and real time. The zoo brings the animals to the children. What if the children never get to go to the animals original region?

### **STEP 3: IDENTIFY KEY CONCEPTS:**

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. What are the types of animals at the zoo?

2. Where do the animals at the zoo originally come from?

3. What are some characteristics of these zoo animals?

Identify and list **10** key vocabulary terms connected to this topic:

- Lion

- zoo

- Zookeeper                      - giraffe                      - Snake
- Elephant                      - penguin
- Tiger                      - monkey                      -Bear

#### **STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**

##### **WHERE IS THE MATH?**

**1. Choose 2 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Operations and Algebraic Thinking
- b. Geometry
- c. Measurement and Data- Children will be able to state if the animal is big, small, short, tall, etc
- d. Overview
- e. Mathematical Practices
- f. Counting and Cardinality- students will be able to count how many animals, know number names and sequence.

**2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)- count animal figures and make geometric shapes with them

- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT – a catchy math counting song related to the movement and counting numbers and animals
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY – counting animals stripes, spots, etc.
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

### **WHERE IS THE SCIENCE?**

**1. Choose 2 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:**

- a. Scientific Thinking
- b. Earth and Space
- c. Physical Properties- children examine the physical properties of animals including their appearance, color, etc.
- d. Living Things- animals are living species.

**2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play) – be the animal
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- recreation of the animals' physical aspects
- d. MUSIC/MOVEMENT

- e. SAND AND WATER PLAY -build their habitat
- f. BLOCK BUILDING – build their habitat
- g. SCIENCE/DISCOVERY – deeper dig on how the animals look and characteristics with observation
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

### **WHERE IS THE SOCIAL STUDIES?**

**1. Choose 2 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Individual Development and Cultural Identity
- b. Civic Ideals and Practices
- c. Geography , Humans, and the Environment- Where the animals come from and their habitat
- d. Time, Continuity and Change- common occurrences in life, identity change in animals and environments overtime.
- e. Economic Systems

**2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play) – dress up as a zoo keeper and perfect the roles and responsibilities as one (as well as others in the facility).
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT



- e. SAND AND WATER PLAY – recreate geography and environment relating to animal and habitat
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY – learn more about the animals and their background through books and reading. This can also apply to science and discovery. ^^
- i. WOODWORKING/CARPENTRY

### **Step 5: Implementing the Curriculum Topic:**

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. “what do we already know about animals that live in the zoo” - \ Discuss and write down on chart paper so later we can compare what we knew before and what we know now.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. hold up pictures of each animal. Have the children guess or say the name of the animal. Note observations they come up with and answer their questions. Maybe have them spell out the name as well.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. Write the animals names on index cards and have a child pick it out of the pile. Whatever animal they chose they have to move like that animal.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book:

1. A Day in the Life of a Zookeeper

by Nate LeBoutillier

After reading the book, discuss with the children what animal they would be excited to feed if they were a Zookeeper and then have them draw that animal.

2. My Heart Is Like a Zoo

by Michael Hall

After reading the book discuss with the children the emotions and vocabulary from the book. Ask the children what animal and vocabulary word they think represents their heart. Find connections around the room to see if someone has the same animal or vocabulary word. Have the children create this animal making sure to clearly represent a heart on their animal creation using art materials.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

1. <https://www.youtube.com/watch?v=2FSqxFQlSGk>

use this song to act out the lyrics!

The lyrics describe some actions animals do.

## Math Activity Plan

| OVERVIEW/FRAMING   |  |
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| <b>TOPIC</b><br><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> | Using number sense; one to one correlation and the topic of zoo animals; children are actively exploring the meaning of quantity and numbers. Children also have opportunity to think about where the animal (cheetah) originates. |
| <b>BIG IDEAS/OVERARCHING QUESTIONS</b>   | Big idea- Quantity is an attribute to a set of objects and we use numbers to   |

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| <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> | <p>name specific quantities</p> <p>Questions-</p> <ul style="list-style-type: none"> <li>- How many animals (cheetahs)</li> <li>- What is the number of how many cheetahs there are here</li> </ul> |
| <b>CONTENT FOCUS:</b><br><i>Identify which content area(s) will be addressed in this activity</i>                            | <p>Visual Arts    Movement</p> <p>Mathematics</p>   |
| <b>LANGUAGE AND CONTENT OBJECTIVES</b>   | <ul style="list-style-type: none"> <li>- Numbers</li> <li>- Counting</li> <li>- Quantity</li> <li>- One to one correlation</li> </ul>   |

| KNOWING THE LEARNERS   |  |
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| <b>AGE RANGE:</b> 4-4.5  |  |
| <b>CURRENT DEVELOPMENT:</b><br><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. My children are 4-4.5. Repeated experiences connecting number words and numerals with the set of objects has great importance.   |
| <i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>   | Number is an abstract concept, and young children tend to think of it in concrete terms  |
| <b>SOCIO-CULTURAL CONTEXT:</b><br><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>In my classroom, 2 of my students speak Spanish</p> <p>4 of my students are from Ecuadorian and Honduran descent</p> <p>1 of my students is of Chinese descent</p> <p>3 of my students speak English only</p> |

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\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

## MATERIALS & LEARNING ENVIRONMENT PREPARATION

| <p><b>MATERIALS</b></p> <p><i>What materials will you need to teach this activity?</i></p> <p><i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i></p>  | <p><b>LEARNING ENVIRONMENT</b></p> <p><i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i></p>  | <p><b>EVENTS/RESOURCES</b></p> <p><i>What events or resources, including field trips, might you need to arrange in a unit?</i></p>                                 |
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| <p>BOOKS</p> <ul style="list-style-type: none"> <li>- <u>1, 2, 3 to the zoo</u><br/>Book by Eric Carle</li> </ul> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>- Poster paper or chart paper</li> <li>- Velcro</li> <li>- Pictures of cheetahs</li> <li>- Numbers 1-10 written and cut out</li> </ul> | <ul style="list-style-type: none"> <li>- Make sure the meeting space is cleared and enough space for the children to get up, down and walk to the poster/ chart paper</li> <li>- Possibly hang some pictures up of animals around</li> </ul> | <ul style="list-style-type: none"> <li>- Eventually we could visit a zoo and count the actual live animals we see (with different species and the same)</li> </ul> |

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| THE LEARNING EXPERIENCE |  |
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| <p><b>The launch</b></p> <p><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the</i></p> | <p>To engage children in this learning experience, I first want to start off by introducing animas and numbers separately</p> <ul style="list-style-type: none"> <li>- Ask children what is this animal (hold up pictures)</li> <li>- What is this number? – Show me on your hands.</li> </ul> |
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| <p><i>learning activity? What will you say and do?</i></p>  | <p>I am going to say look at the number on top; that's how many cheetahs should be there.</p>   |
| <p><b>The activity</b><br/> <i>List the step-by-step procedures..<br/> What will the children be doing?<br/> What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p> | <p>This activity will take place at the meeting area. There will be a chart/ poster paper that has numbers 0-10 listed on it. There will also be printed out pictures of cheetah's (enough to have the quantities for 0-10 (55 pictures). Each student will take a turn to come up to the board to Velcro (for example) 1 cheetah to the number 1, 2 cheetahs to the number 2 and so on.</p> <p>Reference to using hands to count</p> |
| <p><b>Reflection</b><br/> <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 this activity, children can think about quantities of the objects in the classroom and at home</p>   |
| <p><b>Possible Extensions</b><br/> <i>What could you do on another day to build on this activity?</i></p>   | <p>To build on this activity another day, instead of counting just one specific animal, I can do this activity with multiple species of animals and even combine them.</p>  |
| <p><b>Multimodal Engagement</b><br/> <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities</i></p>   | <p>Visual/ spatial- children see pictures of cheetahs, see the numbers written down and should end up putting these two together.</p> <p>Kinesthetic- Children walk to the chart and put the quantity of animals next to the number using Velcro on the paper and back of the pictures of cheetahs</p>  |

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| <i>(kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>   | Tactile – children put the quantity of animals next to the number using Velcro on the paper and back of the pictures of cheetahs. They are physically hands on.   |
| <b>Differentiation</b><br><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i> | <p>For learners with different learning styles and/ or special needs, this activity can Be done individual or as a group</p> <p>2 of my students are dual language learners so for this lesson I can even count the numbers in Spanish. For my learners who are physically active or need help with being more physically active, there are ample opportunities to do so in this activity</p> |

| <b>GROWTH AND LEARNING</b><br><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i> |   |
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| <b>Cognitive/thinking</b>  | Children think about the concept 1=one object 2=2 objects   |
| <b>Physical</b>  | <p>Children use fine motor skills to Velcro the cheetahs on the board</p> <p>Children use gross motor skills when walking to the board</p>              |
| <b>Social/emotional</b>  | Children may discuss interest about the animals with each other. It may even spark new relationships. Children may even be passionate about the animal. |
| <b>Language/literacy</b>   | Children see the numbers written out and in number form. Children also say these numbers.   |
|  | <p>List 10-15 target vocabulary words:</p> <p>-Cheetah – one-two-three-four-five-six-seven-eight-nine-ten, quantity , numbers</p>                       |
| <b>Content Area(s)</b>   | Mathematics   |

| <p style="text-align: center;"><b>STANDARDS/GOALS</b></p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><i>Use the PKFCC to respond.</i></p> <p style="text-align: center;"><i>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></p> |  |
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| <p><b>Domain 1:</b><br/><b>Approaches to Learning</b></p>   | <p>1f. Demonstrates awareness of connections between prior and new knowledge</p> <p>3a. Uses materials/props in novel ways to represent ideas, characters, and objects</p> <p>3b. Identifies new or additional materials to complete a task</p> <p>4d. Investigates areas of interest</p> <p>4e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)</p>                                   |
| <p><b>Domain 2:</b><br/><b>Physical Development and Health</b></p>  | <p>2a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)</p> <p>2c. . Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)</p> <p>5a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p> |
| <p><b>Domain 3:</b><br/><b>Social and Emotional Development</b></p>   | <p>4b. Interacts with other children (e.g., in play, conversation, etc.)</p> <p>4d. Sustains interactions by cooperating, helping, and suggesting new ideas for play</p>   |

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|  | <p>4e. Develops friendship with one or more peers</p> <p>4f. Offers support to another child or shows concern when a peer appears distressed</p> <p>5b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)</p>   |
| <b>Domain 4:<br/>Communication,<br/>Language, and<br/>Literacy</b> | <p>1a. Participates in small or large group activities for story-telling, singing or finger plays</p> <p>1c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)</p> <p>4b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p> <p>6b. . Uses existing objects to represent desired or imagined objects in play or other purposeful way</p> <p>11 7. Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>12 9. Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p>PK.ELAL.28. a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p> |
| <b>Domain 5:<br/>Cognition and<br/>Knowledge of the<br/>World</b>  | <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)</p> <p>Note: Students can select the corresponding number card and/or write the numeral.</p>  |



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|  | <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?)</p> <p>PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10</p> <p>5d-</p> <p>2a. a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space</p> <p>7a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, humanmade images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)</p> |
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| AUTHENTIC ASSESSMENT  |  |
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| <p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p> | <p>To gather evidence to assess each child's developmental progress, I can do this with other objects other than animals. I can also, instead of asking the children to put the quantity of cheetahs to the corresponding number, I can ask them the corresponding number to the quantity of crayons(or something else) and so forth.</p> <p>The big idea is quantity is an attribute to a set of objects and we use numbers to name specific quantities. If the children don't understand that the number 5 means 5 objects we may need to reassess.</p> <p>"How many blue crayons are there in this pile"?- this will get the children to count in sequence and recognize that when they take the blue crayon its simply one object.</p> |

## Social Studies Activity Plan

| OVERVIEW/FRAMING  |  |
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| <p><b>TOPIC</b><br/> <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></p> | <p>Using geography, humans, the environment and the topic of zoo animals; children are actively exploring where zoo animals originate from<br/> Children also have opportunity to think about their origins.</p> |

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| <b>BIG IDEAS/OVERARCHING QUESTIONS</b><br><i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> | <p>Big idea- Where Zoo animals naturally live/ where they come from.</p> <p>Questions-</p> <p>Where does this animal come from?</p> <p>What does their habitat in the wild look like? How about their habitat in the Zoo?</p> <p>What other animals lived/ live with them?</p> <p>How far are they?/ their habitats?</p> |
| <b>CONTENT FOCUS:</b><br><i>Identify which content area(s) will be addressed in this activity</i>  | <p>Visual Arts    Social Studies    Emergent Literacy</p>  |
| <b>LANGUAGE AND CONTENT OBJECTIVES</b>   | <ul style="list-style-type: none"> <li>- Continents</li> <li>- Regions</li> <li>- Habitats</li> <li>- Wild life spaces</li> <li>- Zoo animals</li> </ul>   |

| KNOWING THE LEARNERS   |   |
|--|---|
| <b>AGE RANGE:</b> 4-4.5  |   |
| <b>CURRENT DEVELOPMENT:</b><br><i>What do you know about the current growth of learners in this age range for the content focus?</i>   | <p>Pre-k children are around the ages 3-5. My children are 4-4.5. Social studies here can also be social studies as self development. Once the child knows more about themselves and the space in the classroom( as well as peers), they can expand to thinking about more complex figures.</p> |
| <i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>   | <p>Children may believe that that animal only lives in that specific region but in reality, they may live in more than one region</p>   |
| <b>SOCIO-CULTURAL CONTEXT:</b><br><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>In my classroom, 2 of my students speak Spanish</p> <p>4 of my students are from Ecuadorian and Honduran descent</p> <p>1 of my students is of Chinese descent</p> <p>3 of my students speak English only</p>  |

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\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

| MATERIALS & LEARNING ENVIRONMENT PREPARATION  |   |  |
|---|---|--|
| MATERIALS<br><i>What materials will you need to teach this activity?<br/>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>   | LEARNING ENVIRONMENT<br><i>What modifications will you need to make to the classroom to support this activity?<br/>(e.g., centers, bulletin boards, meeting spaces)</i>                                     | EVENTS/RESOURCES<br><i>What events or resources, including people, might you need to arrange in advance?</i>   |
| <p>BOOKS</p> <p><u>1.Wwhose Habitat is that?</u></p> <p>By Lucile Picketty</p> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>- Velcro</li> <li>- Little cut out pictures of Africa, the jungle, Antarctica...etc</li> <li>- Little cut out pictures of the corresponding animals</li> </ul> | <ul style="list-style-type: none"> <li>- Possibly hang some pictures up of animals and habitat/region around</li> <li>- Put tables in 3-4 people groups</li> </ul>  | <ul style="list-style-type: none"> <li>- Eventually we could visit a zoo and see how the animals live in their zoo habitat and what kind of habitat</li> </ul> |
| THE LEARNING EXPERIENCE   |   |  |
| <p><b>The launch</b></p> <p><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>  | <p>To engage children in this learning experience I will ask them about their home/ environment. Where is it? What does it look like. Then I will ask them where they think ___blank___zoo animal lives</p> |  |

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| <p><b>The activity</b></p> <p><i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>                         | <p>This activity will start at the meeting area where I read <u>Whose habitat is that?</u> After The book is done being read; children will divide into groups with 3-4 members in each as I will place them in these groups. At each group, on the table will be the cut out pictures of the animals and their origins separately. The children's job is to match the correct environment to the right animal and visa versa.</p> <p>They do this with the Velcro. If they are stuck, maybe hearing the other animals that are living with same example animal may help.</p> <p>Children may rotate tables in the same groups. No table should have the same animal/environments that way children can focus on a few at a time and have fun traveling around the room</p> |
| <p><b>Reflection</b></p> <p><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 this activity, children can think about what the animal does in both environments and think about their own home/ environment</p>  |
| <p><b>Possible Extensions</b></p> <p><i>What could you do on another day to build on this activity?</i></p>   | <p>To build on this activity another day, we can do animals that are outside of the zoo. Not just zoo animals.</p>  |
| <p><b>Multimodal Engagement</b></p> <p><i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p> | <p>Visual/ spatial- children see pictures of the animals and their environment and should end up putting these two together.</p> <p>Kinesthetic- Children walk to the tables and their groups. Children Velcro the animal to the matching habitat using fine motor skills</p> <p>Tactile – children using Velcro on the paper and back of the pictures. They are physically hands on.</p>   |

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| <b>Differentiation</b><br><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i> | <p>For learners with different learning styles and/ or special needs, this activity can Be done individual or as a group.</p> <p>2 of my students are dual language learners so for this lesson I can even say the animals in Spanish. For my learners who are physically active or need help with being more physically active, there are ample opportunities to do so in this activity starting with walking to their tables and groups as well as using fine motor skills.</p> |
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| <b>GROWTH AND LEARNING</b><br><i>How will this learning experience support the children's growth and learning in the following domains?</i><br><i>Use your knowledge of child development.</i> |  |
|--|--|
| <b>Cognitive/thinking</b>  | Children think about the animals in and outside the zoo, their own homes, and location.  |
| <b>Physical</b>  | Children use fine motor skills to Velcro the animals to the corresponding environment<br>Children use gross motor skills when walking from table to table                      |
| <b>Social/emotional</b>  | Children may discuss interest about the animals with each other. It may even spark new relationships. Children may even be passionate about the animal and the habitat/ origin |
| <b>Language/literacy</b>   | Children will be able to envision the animal's habitat and origin with the proper help. They will read about it and talk about it  |
|  | List 10-15 target vocabulary words:<br>-Habitat, home, origin, environment, tiger, cheetah, penguin, lion, bear, zoo   |
| <b>Content Area(s)</b>   | Social studies   |

| <b>STANDARDS/GOALS</b><br><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i><br><i>Use the PKFCC to respond.</i><br><i>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> |
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| <b>Domain 1:<br/>Approaches to<br/>Learning</b>                | <p>1 a. Interacts with a variety of materials and peers through play</p> <p>1e. Uses “trial and error” method to figure out a task, problem, etc.</p> <p>1 f. Demonstrates awareness of connections between prior and new knowledge</p> <p>3a. Uses materials/props in novel ways to represent ideas, characters and objects</p> <p>3b. Identifies new or additional materials to complete a task</p> <p>4c. Actively explores how things in the world work</p> |
| <b>Domain 2:<br/>Physical Development<br/>and Health</b>       | <p>2a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)</p> <p>2c. . Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)</p> <p>5a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p>                |
| <b>Domain 3:<br/>Social and Emotional<br/>Development</b>      | <p>4b. Interacts with other children (e.g., in play, conversation, etc.)</p> <p>4d. Sustains interactions by cooperating, helping, and suggesting new ideas for play</p> <p>4e. Develops friendship with one or more peers</p>  |
| <b>Domain 4:<br/>Communication,<br/>Language, and Literacy</b> | <p>1a. Participates in small or large group activities for story-telling, singing or finger plays</p>   |

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|   | <p>1c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)</p> <p>4b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p> <p>6b. . Uses existing objects to represent desired or imagined objects in play or other purposeful way</p> <p>11 7. Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>12 9. Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p>PK.ELAL.28. a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p> |
| <b>Domain 5:<br/>Cognition and<br/>Knowledge of the<br/>World</b> | <p>2b. Describes own community and/or cultural group</p> <p>PK.SOC.5. : a. Identifies features of own home and familiar places</p> <p>PK.SOC.5 .d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials</p> <p>6b. Identifies changes over time in themselves, their families, and in the wider community</p> <p>7a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, humanmade images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)</p>  |



| AUTHENTIC ASSESSMENT  |   |
|---|---|
| <p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p> | <p>To gather evidence to assess each child's developmental progress, I will see if the children are able to match and identify the animals to their environment. The time frame doesn't matter in which they do this, but it should be in a reasonable amount of time. Without reference (on their own) we can see how that goes. "Where do tigers live when they aren't in their Zoo home. What do they do?"</p> |
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## Science Activity Plan

| OVERVIEW/FRAMING   |   |
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| <b>TOPIC</b><br><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>   | Using observations, students will determine if the animal has stripes, dots, Fur, tails, feathers, wings, legs, claws (physical aspects of animals) |
| <b>BIG IDEAS/OVERARCHING QUESTIONS</b><br><i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> | Big idea- the physical features of zoo animals<br><br>Questions-<br><br>What physical features do these animals have?                               |
| <b>CONTENT FOCUS:</b><br><i>Identify which content area(s) will be addressed in this activity</i>  | Visual Arts    Science  |
| <b>LANGUAGE AND CONTENT OBJECTIVES</b>   | <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Features</li> <li>- Zoo animals</li> <li>- Observe</li> </ul>                   |

| KNOWING THE LEARNERS   |   |
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| <b>AGE RANGE:</b> 4-4.5  |   |
| <b>CURRENT DEVELOPMENT:</b><br><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. My children are 4-4.5. Children observe and take note on the animals they see and their features. They do this without knowing most of the time and they often compare their findings with each other |
| <i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>     | Children may not understand why the animals look like this<br>or why they have these features.<br><br>Children may not understand or recognize a female and a male.   |

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| <b>SOCIO-CULTURAL CONTEXT:</b><br><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> | In my classroom, 2 of my students speak Spanish<br>4 of my students are from Ecuadorian and Honduran descent<br>1 of my students is of Chinese descent<br>3 of my students speak English only |
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| MATERIALS & LEARNING ENVIRONMENT PREPARATION   |  |  |
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| <b>MATERIALS</b><br><i>What materials will you need to teach this activity?</i><br><i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>   | <b>LEARNING ENVIRONMENT</b><br><i>What modifications will you need to make to the classroom to support this activity?</i><br><i>(e.g., centers, bulletin boards, meeting spaces)</i> | <b>EVENTS/RESOURCES</b><br><i>What events or resources, including people, might you need to arrange in advance?</i>            |
| <p>BOOKS</p> <p><u>1. Zoo Day</u><br/> <u>Book by Anne Rockwell</u></p> <p><u>2. Let's Explore! The Animals At The Zoo by Jolas Wittler</u></p> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>- Velcro</li> <li>- Little cut out pictures of zoo animals like zebra, giraffe,tiger,cheetah and more</li> <li>- Little cut out pictures of the corresponding animals features.</li> </ul> <p>Pictures od stripes on a zebra, the giraffes skin pattern, cheetahs spots etc.</p> | <ul style="list-style-type: none"> <li>- Possibly hang some pictures up of animals around</li> <li>- Put tables in 3-4 people groups</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Eventually we could visit a zoo and see how the animals look in real life.</li> </ul> |

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\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

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| THE LEARNING EXPERIENCE   |  |
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| <b>The launch</b><br><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i> | <p>To engage children in this learning experience I will ask them about their own Features.</p> <p>Just like animals we have features too. We have hands, hair...</p>  |
| <b>The activity</b><br><i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i>                                  | <p>This activity will start at the meeting area where I read <u>Zoo Day Book by Anne Rockwell</u> and <u>Let's Explore! The Animals At The Zoo by Jolas Wittler</u>. After the book is done being read; children will divide into groups with 3-4 members in each as I will place them in these groups. At each group, on the table will be the cutout pictures of the animals and their features separately. The children's job is to match the features to the right animal and vice versa.</p> <p>They do this with the Velcro.</p> <p>Children may rotate tables in the same groups. No table should have the same animal/features that way children can focus on a few at a time and have fun traveling around the room</p> |

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| <b>Reflection</b><br><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>   | After this activity, children can think about how the animal is different from them / the same and continue thinking about all the matches they made. They can think about their own features too.  |
| <b>Possible Extensions</b><br><i>What could you do on another day to build on this activity?</i>   | To build on this activity another day, we can do animals that are outside of the zoo. Not just zoo animals.   |
| <b>Multimodal Engagement</b><br><i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i> | <p>Visual/ spatial- children see pictures of the animals and their features and should end up putting these two together.</p> <p>Kinesthetic- Children walk to the tables and their groups. Children Velcro the animal to the matching features using fine motor skills</p> <p>Tactile – children using Velcro on the paper and back of the pictures. They are physically hands on.</p>   |
| <b>Differentiation</b><br><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>   | <p>For learners with different learning styles and/ or special needs, this activity can Be done individual or as a group.</p> <p>2 of my students are dual language learners so for this lesson I can even say the animals in Spanish. For my learners who are physically active or need help with being more physically active, there are ample opportunities to do so in this activity starting with walking to their tables and groups as well as using fine motor skills.</p> |

| <b>GROWTH AND LEARNING</b><br><i>How will this learning experience support the children's growth and learning in the following domains?</i><br><i>Use your knowledge of child development.</i> |   |
|--|---|
| <b>Cognitive/thinking</b>  | Children think about the animals in and outside the zoo, the animal's features, their own features, why they look like this |
| <b>Physical</b>  | Children use fine motor skills to Velcro the animals to the corresponding features  |

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|                          | Children use gross motor skills when walking from table to table  |
| <b>Social/emotional</b>  | Children may discuss interest about the animals with each other. It may even spark new relationships. Children may even be passionate about the animal and their features.  |
| <b>Language/literacy</b> | Children will be able to envision the animal's features with the proper help. They will read about it and talk about it<br>List 10-15 target vocabulary words:<br>- features, characteristics, zoo, animals, same, different, tiger, cheetah, giraffe, zebra, observation, observe, |
| <b>Content Area(s)</b>   | Science   |

| <b>STANDARDS/GOALS</b><br><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i><br><i>Use the PKFCC to respond.</i><br><i>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> |   |
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| <b>Domain 1:<br/>Approaches to Learning</b>  | 1 a. Interacts with a variety of materials and peers through play<br><br>1e. Uses “trial and error” method to figure out a task, problem, etc.<br><br>1 f. Demonstrates awareness of connections between prior and new knowledge<br><br>3a. Uses materials/props in novel ways to represent ideas, characters and objects<br><br>3b. Identifies new or additional materials to complete a task<br>3d. Seeks additional clarity to further understanding<br><br>4c. Actively explores how things in the world work<br><br>4d. Investigates areas of interest |

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|  | 4e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)   |
| <b>Domain 2:<br/>Physical Development<br/>and Health</b>       | <p>2a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)</p> <p>2c. . Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)</p> <p>5a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p>  |
| <b>Domain 3:<br/>Social and Emotional<br/>Development</b>      | <p>2a. a. Describes self, using several different characteristics</p> <p>2c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)</p> <p>4b. Interacts with other children (e.g., in play, conversation, etc.)</p> <p>4c. Shares materials and toys with other children</p> <p>4d. Sustains interactions by cooperating, helping, and suggesting new ideas for play</p> <p>4e. Develops friendship with one or more peers</p> <p>6c. Uses materials purposefully, safely and respectfully as set by group rules</p> |
| <b>Domain 4:<br/>Communication,<br/>Language, and Literacy</b> | <p>1a. Participates in small or large group activities for story-telling, singing or finger plays</p> <p>1c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)</p> <p>4b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p>  |

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|   | <p>6b. . Uses existing objects to represent desired or imagined objects in play or other purposeful way</p> <p>11 7. Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts</p> <p>12 9. Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p>PK.ELAL.28. a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p> |
| <p><b>Domain 5:</b><br/><b>Cognition and</b><br/><b>Knowledge of the</b><br/><b>World</b></p> | <p>PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.</p> <p>7a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, humanmade images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)</p>   |



| AUTHENTIC ASSESSMENT  |  |
|---|--|
| <p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p> | <p>To gather evidence to assess each child's developmental progress, I will see if the children are able to match and identify the animals to their features. The time frame doesn't matter in which they do this, but it should be in a reasonable amount of time. Without reference (on their own) we can see how that goes.</p> <p>If the child's matches look unreasonable and incorrect then we can evaluate why.</p> <p>The evidence will be recorded with the group activity they do.</p> |

## Commentary

### Describe topic of your Focused Curriculum

Children are being taught about the characteristics, natural location, and habitat of zoo animals as well as how to count using these animals as quantities. The age range I am teaching is ages 4-4.5

### Implementation of Activity Plans

First, I would start off with the science activity because that's where they would get to know the animal best. They learn about the animals and examine their physical aspects to better identify them in

the future. Second, I would do the social studies activity because it adds on to the science going further to where the animal lives in its natural habitat. Third I would do the math lesson because by then the children will know what they are counting in quantities (the zoo animals) and have a better perspective. From the way we did it in class, (order wise), from activity plan one (math lesson) children will start to get an idea of the animal. Some may know about the animal beforehand but if not, they start to get the picture. This will influence engagement in activity two (social studies) because children will be curious and excited to know more about the animal. Children then learn about the animal's location and habitat and will still want to know more, leading into activity three (science) where they learn about characteristics and features. From the order I choose, from activity plan one (science activity) students learn about the characters and visual aspects of zoo animals. They will learn how to identify them and who they are. This will influence engagement in activity two by the children wanting to know more. This allows for activity two (social studies) because it continues to talk about and explain where these animals really belong and live. For activity three (math) children will already have a good idea of who the animal is and will further engage with the animal by counting them in quantity.

### **Relationship of the Activity Plans**

These 3 activities all help children get to know the zoo animal/ animals, so they have the knowledge for the future. This topic and activities give children background knowledge they need for further experiences and interactions. Most know about zoo animals because they were taught about them from a young age or because they have experience with a zoo firsthand. If the child already knows about the zoo and zoo animals, I can assess what the child may need explained or even assess where the child stands with their knowledge. This goes for all children as well. Every child is different and has different experiences. Some faster than others and that's absolutely fine. It is my job to once again assess where the child is and go from there. Children are able to find connections with their sociocultural backgrounds and the zoo animals original found location. I have students from Ecuadorian, Honduran and Chinese descent. It is very possible some animals could also come from such decent. Children then feel included and special that they can relate. All my activities can be done in pairs, groups, or alone. This gives students and myself the chance to asses who they work best with. For my Spanish speakers, all animals can be said in Spanish as well as their characteristics. Students also practice their gross motor skills as they do the activities and interact. One of my monolingual female students needs to focus on developing their gross motor skills.

### **Strategies and Connections**

My instructional strategies and planned supports are developmentally appropriate for the whole class, individuals and or groups of children with special children needs. This is so because each activity gives opportunity for all parties to preform and interact. Jumping into the word "develop", my activity plans give children a chance to overtime develop their thoughts, actions, and perspectives. Children have the chance to tap into their cognitive development by thinking about and remembering these animals, physical by walking around the room (gross motor) and using their fine motor skills with their hand using animal pictures and Velcro, social and emotional by socializing and comparing results, and language by communicating and saying the animals' names and numbers when it comes to math. Integrating the curriculum is critical to teaching and learning in young students because each child

learns differently and at their own pace. It would be inconsiderate and inappropriate to think every child thinks and learns the same.

### **Assessment**

To make sense of what children have learned from all three activity plans, I will play a game with them based on the animals. This can be done in groups, pairs or alone. The game will be like trivia. "What is the name of this animal", what does it look like, where does it live / where can you find its habitat". This covers both science and social studies. To see if they learned from the math activity, we could do the same thing. "How many animals are here (via picture), how many animals live here, how many spots can you count on the animal" and so forth.

### **Conclusion**

I enjoyed creating a unit that was thematically based. Themes whether you choose them or not can be creative and fun. I felt as if I had the opportunity to be creative and open minded as anyone creating a themed unit should. I feel as if themes create leeway into many options and ideas. Because of this it was easier and better developed in my opinion.