

Activity Plan

Sosa

Designed by: Emma

OVERVIEW/FRAMING	
This Activity Plan is part of a larger Learning Experience Unit on:	
<p>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></p>	<p>The change in season and temperature can bring a promises of fun filled activities and experiences Winter is the perfect theme for introducing the cold, snow, and ice, preschoolers are also naturally enamored with it. Children will learn that winter has the coldest temperatures of the year . Also When they think of winter they will think of cold temperatures, warm clothing, snow,and fewer hours of sunlight, they will also lear that During the Winter it usually snows. There are many fun activities to do after it snows. Many children and families like to build a snowman, go sleigh riding, have a snowball fight, go skiing, or snowboarding. Also the idea of hibernation and Some animals including bears and chipmunks hibernate in the winter. Hibernate means to stay inside in a state of rest.</p>
<p>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></p>	<p>What makes winter special?</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music Movement/Dance Drama</p> <p>Emergent Literacy Mathematics Science Social</p> <p>Studies</p>

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>At this age kids are very curious about everything and its a great time to teach them after the wondrous changing of season, and what makes winter different from the other seasons.</p>

<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>One misunderstanding is that “Snow and ice make it cold and i plan to explain to mt my student thats Snow and ice are a result of cold temperatures, not the cause.</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>^[1].</p>	<p>In school ps 149 you can see there are two predominant races which are 30% African-American, 50% Hispanics, and few other 4% students of are a mix of Asian and white. This school seats for Pre-K are 30 seats. With these percentages, you can see that the school has has a good mix of different cultures and languages.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>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></p>	<p>LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>Yarn</p> <ul style="list-style-type: none"> ● Buttons ● Feathers. ● Q-Tips. ● Feathers ● Googly Eyes ● Pom Poms. ● Gems. ● dried black beans ● small twigs ● small lengths of ribbon, trim, fabric ● Orange felt ● Glue ● Scissors 	<p>Modifications that I think will help will be to make sure the classroom is ready to support the activity. I can do this by by assorting the Art Center. Also, making sure I have all the material that may be needed like crayons,markers and all the art supplies they might need. Also make sure that everything is organized and spaced out. I also want to make sure I'm conscious of the time so my students don't rush.</p>	<p>I would like an assistant teacher just to help the children with cutting and maybe gluing.</p> <p>Family involvement : I can involve the children's family by having a family night where The family and the children can create snow globes and learn about winter together.</p> <p>We can cake same trip outside when it cold or snowing so the student can experiences winter first hand,</p>

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<p style="text-align: center;">THE LEARNING EXPERIENCE</p>		<p style="text-align: center;">Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p style="text-align: center;">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></p>
<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>To help spark my students into the activity, will start the lesson by asking the student if they know anything about winter, Then explaining the concept of winter, "The change in season and temperature can bring promises of fun-filled activities and experiences. Winter is the perfect theme for introducing the cold, snow, and ice, preschoolers are also naturally enamored with it. Children will learn that winter has the coldest temperatures of the year . Also When they think of winter they will think of cold temperatures, warm clothing, snow,and fewer hours of sunlight, they will also lear that During the Winter it usually snows. There are many fun activities to do after it snows. Many children and families like to build a snowman, go sleigh riding, have a snowball fight, go</p>		<p>Create groups of students to help one Each other come up with there own version of the three bears.</p> <p>Also making sure to use supplies that at are easy use for all students</p>

	<p>skiing, or snowboarding. Also the idea of hibernation and Some animals including bears and chipmunks hibernate in the winter. Hibernate means to stay inside in a state of rest.</p>	<p><i>Bodily–kinaesthetic intelligence</i></p> <p><i>Verbal–linguistic intelligence</i></p> <p><i>Intrapersonal intelligence</i></p> <p><i>Creative intelligence</i></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>The Three Bears Materials Needed: Set up your dramatic play area with 3 place settings (for porridge), three chairs, three small towels (for beds) and, of course, a few versions of the book The Three Bears! 4 children at a time should be in this center to act out the story. They may not act it out, they may just be the bears living in a cave in winter! Go with it</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>As the activity comes to an end andThe dramatic play is over. I will ask my students how they felt about the dramatic play. I will always ask the student to give me a little explanation on what went on in the play and how would they change the play if we played again. I also want to ask if they had fun doing this activity and what are some like and dislikes.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>If they student are up tp we can all together come up with a different with the same idea of the three bears and act them out.</p>		

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

Cognitive/thinking	children will be working together and will be exploring their ideas and creativity
Physical	Children will develop their gross motor skills in many different way including sitting, crawling, standing and walking.
Social/emotional	Children will be able to experience and express, their emotion through the play and their ideas and working together can result in positive rewarding relationships with each others
Language/literacy	<p>As I start introducing my students to the book, they will start by asking questions such as what are winter animals, what are activities to do in the winter, why do animal hibernate, what animal hibernate and how does weather change?</p> <hr style="border-top: 1px dashed black;"/> <p>List 3-5 target vocabulary words: animals, weather, exploration</p>
Content Area(s)	Drama, social

STANDARDS/GOALS

What Pre-K Common Core Learning Standards (CCLS)^[2] are addressed in this activity?

Domain 1: Approaches to Learning	Exhibits skills and behaviors that children use to engage in learning. It incorporates emotional, behavioral, and cognitive self-regulation curiosity and creativity
Domain 2: Physical Development and Health	<p>a play environment that encourages lots of time and space for energetic and noisy play.</p> <p>The children show development of their gross motor skills by sitting, crawling, standing and walking.</p>

<p>Domain 3: Social and Emotional Development</p>	<p>They are able to recognizes their own skills characteristics, feelings and interests. Also they are allowed to express their own ideas.</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>The students are able to express their ideas to their classmate in different way. They are also able to listen and empathy with each other</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>They are able to learn about the world through symbolic play. They are able to asks 'why?' to determine causes and asks questions to solve problems, and clarify their understanding.</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 Question? (This may be a conversation, a group project, a performance, etc...)</i></p>	<p>During dramatic play i will make sure to pay attention to all the children making sure they understand what going on. I want them to free play and explore their idea with adding a little bit of structure to make sure the student are learning while experiencing themselves.</p>
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POST-ACTIVITY REFLECTION^[3].

<p><i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i></p> <p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p>	
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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.

[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/pdffdocs/nyslsprek.pdf"

* 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.