

## Activity Plan

Designed by Erika Urgiles

Curriculum Topic: My Five Sense

OVERVIEW/FRAMING	
<b>TOPIC</b> <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>	My Five Senses is developmentally and culturally appropriate for the students that are being taught this because every activity is easy to do and if need help the teacher can easy help them and the students would have a great time using all the materials they are provided and will understand what they have to do. It is culturally appropriate because none of the activity is pointing out or being rude for the students and each thing they do they do by themselves and then share out or they do it in teams or we do it all together but no one in the room would be judged or be made fun of.
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	The questions that would be explored it -How do you use hearing? -How do you use your sight? -How do you use your smell? -How do you use your touch? -How do you use your taste? These questions would be asking and each week we would touch on one of twice of them and the students would do an activity that shows them one of the senses.
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<div> <div>Visual Arts</div> <div>Emergent Literacy</div> </div> <div> <div>Music</div> <div>Mathematics</div> </div> <div> <div>Movement/Dance</div> <div>Science</div> </div> <div> <div>Drama</div> <div>Social Studies</div> </div>

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	What I know about students at the age of 4 is that they like to ask a lot of question which is good because they are able to understand what is going on better and if they don't understand something they will ask. Also, they like to move around and do stuff so the activities that I used help the students not stay in one place because that's how they start to feel bored and lose interested in what is going on.

<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	<i>A misunderstanding might have on the topic they are learning is why do we need our five senses? Or maybe they would ask what if we don't have all of our five senses?</i>
<b>SOCIO-CULTURAL CONTEXT:</b> <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>	<i>What I would like to know about them is where they are from, what they like, what they are afraid of, if they have allergies, and what they don't like.</i>

**\* 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.**

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity?</i>  <i>List <b>all books (title and author) and materials</b>, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity?</i>  <i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i>  <i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i>	<b>EVENTS/RESOURCES</b> <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 parents or community members to the classroom, asking for supplies from home, etc.</i>
<p>Hello, World! My Body ,By Jill McDonald Me and My Amazing Body by Joan Sweeney For Body Parts Materials: paper with a body to write the body parts, pencil, color pencils, smartboard with speakers, pretend play area.</p>	<p>I will need an area for the desks and chairs can be at and a reading area, science area, and play area.</p> <p>I would like to have the desk area in the center and the other centers around the desks like in the corner. I need the art and science center next to the sink.</p>	<p>I will need a pediatrician to be able to teach in the body lesson plan for the kids can get a better understanding of their body.</p> <p>For sight I want to take them to the park to observe and tell me what they</p>

<p>What's Cooking at 10 Garden Street? by Felicitia Sala</p> <p>What's Your Favorite Food? By Eric Carle and Friends</p> <p>For Touch</p> <p>Materials: cotton balls, sand ,rocks ,leaf, paper, pencils, empty tissue boxes, different texture paper and glue.</p> <p>What's Your Favorite Food? By Eric Carle and Friends</p> <p>Tap Tap Boom Boom by Elizabeth Bluemle</p> <p>For Smell and Taste</p> <p>Materials: plates, peanut butter, flower, cookie dough, ice cream, papers, pencils, book</p> <p>Listen to the City by Rachel Isadora</p> <p>Moses Goes to a Concert by Isaac Millman</p> <p>For Hearing</p> <p>Materials: Instruments , boxes, cans, rubber band, scissors, paper, glue, tape</p> <p>Skip Through the Seasons by Stella Blackstone</p> <p>Tap Tap Boom Boom by Elizabeth Bluemle</p> <p>For sight</p> <p>Materials: Papers, Pencils, science center</p>	<p>I need a smartboard and the objects that the kids need to be able to understand like rocks and sand in the science area and clothes and objects in the play area.</p>	<p>see or just take them to the park they go to.</p>
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THE LEARNING EXPERIENCE		<b>Multimodal Engagement</b> <i>Identify and explain how this activity provides opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i>	<b>Differentiation</b> <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i>
<b>The spark/launch/intro</b> <i>What will you say or do to engage the children in this experience?</i>  <i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	What I am doing is making the students move around and do fun things to pick them engage and involved. When they learn new words, the way I will do it is asking them if they know what that means and if not explain it better and give examples.	In each activity each one would include them to go to the drama play area or the science area or the reading area or the art area or the music area and make them move around.	The lesson plan has different learning style because in each lesson plan we are doing something different and using different parts in our body and not just sitting and reading for every lesson. Each one is different, and we get to move around and either work all together or them in groups or only.
<b>The activity</b> <i>What will the children be doing?</i> <i>List the procedure step-by-step.</i> <i>What will you say or do to support their process?</i>  <b>Remember:</b> <i>This should be a creative, experiential, and hands-on learning activity. The</i>	For sight one of the activities I want to do is take them to the park and talk about what we see and then let them pick an item from the park and bring it back to the class. For smell and taste I would bring food and let the kids smell it and guess what it is and then taste it and describe it.		

<i>children should be <b>actively</b> engaged in learning through play and exploration.</i>	For touch I want to have 5 tissue boxes with 5 different things and the students would have to touch it and describe it guess what it is. For hearing I want to let them create an instrument and make different beats and hear how each one sounds. For body I want a pediatrician to come in and talk to them about their body before the other lessons.		
<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	What I would do is give them homework based on the topic we learned and also have 5 or 10 minutes to relax before they leave and talk about what was there favorite part and if they enjoyed it.		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	What I can do is either finish up what we didn't get to do, or we can do another activity plan I did.		

### **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.*

<b>Cognitive/thinking</b>	The activity let the kid use their thinking to be able to understand and if they don't, they can ask question and asking questions is good for classification and to think about an idea to connect it and remember it better.
<b>Physical</b>	The activity lets the kids use their body in each lesson plan because they are either creating an artwork or writing or doing something that connect with the topic. Like walk around and see things.
<b>Social/emotional</b>	They enjoy doing the different activity and ask questions and work only and with the class and play .

<b>Language/literacy</b>	<p>They do pretend play and are engage in the reading and ask if they don't understand a word. For example: Where, were, there, their, to, too, two I think that words should be spoked about more because that would confuse students a lot. Other words can be Location, Restaurant, comfortable, excellent., autumn, instruments, savory, sprinkling.</p> <hr/> <p><b>List 5-10 target vocabulary words</b> (Remember: These should be <b>challenging</b> vocabulary words, not common words that the children should already know. You want to <b>increase</b> their vocabulary.)</p>
<b>Creative Arts</b>	<p>Students practice variety of skills and progress in all areas of development. For instance, their physical, social, cognitive and emotional development grow. The reason because they get to express themselves and their emotions.</p>

<p align="center"><b>STANDARDS/GOALS. ***I was a bit confused</b></p> <p align="center"><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 <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>	
<p>Domain 1: Approaches to Learning</p>	<p>If the student is interest and like to learn new things, then it would be good. For instance, in an activity they can use the science area and do art and that is good because they are learning things and draw it and that helps them remember it.</p>
<p>Domain 2: Physical Development and Health</p>	<p>The students will get to know how they use their five senses based on the lesson plan and understand they safety rules and classroom to stay safe. I also used it in my lesson plan because when they do drama play, they use physical development.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>The students get to work with their classmates and do the activity step by step to be able to learn the material correct.</p>

Domain 4: Communication, Language, and Literacy	In the activities I planned lessons that have reading time and then the students have to write what they heard and what they saw based on the reading or the activity they did. Also, communication is very important because the teacher and the students have to have a good relationship for the student can feel comfortable to ask for help.
Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	I did science and going outside to the world to use their five senses. In the science area I told them to look at rocks and tell me what they see. Also I used art and pretend play. Going outside is good because they are able to explore and learn many things.

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>What I would do to determine whether or not the children are understanding is asks them questions before they go home. Like ask them what their favorite part was and what they didn't like and if they had fun.</p> <p>What I will gather on the children is how they do each activity. What I mean by that is observe them and see if it difficult for them or easy for I can get a better understanding on how I should each everyone and not leave no one behind. For instance, I would have to observe how they work alone and how they work in a group.</p>

POST-ACTIVITY REFLECTION**
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<i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i>	In my opinion, I think all the activity will support the children's growth and learning because each one is different, and they do different things which is good because they use different skill each day. However, sight is the most successful because I think when we see something, we grow our knowledge. For instance, they can see many things and when they see the different things, they start to ask questions and get a better understanding of the things they see.
<i>What surprises might there be?</i>	Some surprise that might be in bring people into the classroom and go out and go on trips because children love to go out of school and do different things.
<i>What challenges do you envision in implementing this activity?</i>	Some challenges I see in this activity is if they are able to do the activity or if it's hard for them or if they feel uncomfortable or feel behind.
<i>How might you modify this activity the next time to make it more successful?</i>	I can ask for feedback from the kids and whatever they say I would fix it. Something that I might want to do to make it more successful is play funnier activities like the ones I am doing is fun and good, but I have some that are okay.

**\*\*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.**