

Activity Plan

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OVERVIEW/FRAMING				
This Activity Plan is part of a larger Learning Experience Unit on:				
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 study provides real life context and includes multiple subject areas. This study is supported by different domains while also including language, literacy, and art as a tool. This study will teach children about other living creatures and how to take care of them while also learning about empathy and responsibility. This is an interesting topic because it can be taught in so many fun ways and includes hands-on activities which children enjoy.		
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>		My essential question will be: How can we learn about animals? My focus question will be: How do zoo’s use what they know about animals needs in order to make habitats that replicate an environment suited for their needs? Some questions that will be asked and engaged in conversation through this activity are: -What are animals? -What different sounds do animals make? -Where do animals live? -How does that animal move? -What do animals eat? -How does it get water, food, and shelter? -Can animals be pets? -Why would animals be important to us? -Can animals help us? -Have you ever gone to the zoo? Which zoo? -What animals do we see every day? -How can we take care of animals? -What are zookeepers? -What does environment mean?		
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>		-Visual Arts -Emergent Literacy	-Music -Engineering	-Movement/Dance -Science -Drama -social and emotional learning

KNOWING THE LEARNERS	
AGE RANGE:	Pre-K
CURRENT DEVELOPMENT:	Children from ages 3-5 will go through a learning process and develop new skills in each stage of their development. Children in early childhood are learning basic knowledge such as their shapes and colors, expanding their vocabulary, sharpening their fine and

<i>What do you know about the current growth of learners in this age range for the content focus?</i>	gross motor skills, learning empathy and friendships, self-concepts, and solve problems. Depending on the age, the content and material should be able to meet their current needs of development. For example, for physical development, at the age of 3, children need lots of space for them to jump, run, and skip because they are mainly developing their large muscles while also providing assistance. But for 5 years old, children can already run, skip, and jump confidently and even start to develop new skills. We can then challenge them with different games but they still need supervision.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children at this young age might have difficulty understanding how animals think and why we need to treat them with care. To address this topic, I will try to help them understand that animals are similar to us but not fully. They do get hungry and sleepy just like us, but they do not communicate like we do. I plan to lead this topic in conversation, give examples, and use a compare and contrast diagram.
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?¹*</i>	Children will develop solid basic knowledge about their race, language and culture in early childhood. Many children are bilingual and will come from different lifestyles so it's important to respect and include their culture into the classroom. Introducing different cultures and languages can be seen through books, songs, paintings, and objects.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i>	LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<u>Materials:</u> - Cardboard project posters - Popsicle sticks - Glue	Observation Center: The observation center will be the first center i present. This center will have different pictures and books about animals and zoo exhibits so children can closely observe and recreate which children will create in the art center.	Field Trip: We will go visit a zoo and observe different animals and their habitats. Library Center: Our library center will be filled with books about animals. A few examples are:

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.

<ul style="list-style-type: none"> - Scotch tape - Straws - Modeling clay - Tissue paper - Construction paper - Toy animals - Markers - Crayons - Scissors - Leaves - Small rocks <u>-Stamps</u> 	<p>Art Center: Our project will take place in the art center and we will all work together to recreate our own zoo with different animal exhibits. Our art center will have all of the art material we need at reach.</p> <p>Writing Center: In our writing center children will be able to write and design different signs for our zoo with materials such as construction paper, scissors, markers, and stamps.</p>	<ul style="list-style-type: none"> - A Trip to the Zoo by Karen Wallace - Wild baby Animals by Karen Wallace - The Secret life of Trees by Chiara Chevallier
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THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>
The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary,</i>	Read Aloud: Zoo Day (A My First Experience Book) by Anne Rockwell Song: “Animal Freeze Dance”		

<p><i>concepts, or procedures, describe how you would introduce them.</i></p>	<p>Discussion: Who lives at the zoo? Who works at the zoo?</p> <p>For my spark I will introduce this activity with a book called “Zoo Day (A My First Experience Book” by Anne Rockwell. Then we will have a conversation about the zoo. I will ask questions such as:</p> <ul style="list-style-type: none"> - Have you guys ever been to the zoo? - Which animals live at the zoo? - What animals did you see? - Did you see zookeepers? - What do zookeepers do? <p>Then it will be followed up by a short song called “animal freeze dance” and children will be able to sing, act, and freeze!</p>	<ul style="list-style-type: none"> - Linguistic Intelligence - Musical Intelligence - Social and emotional learning 	<p>-during conversation I will write down key points for children to be caught up on what we’re talking about as well as hand gestures, sounds, and pictures if possible</p>
<p>The activity</p> <p><i>What will the children be doing?</i></p> <p><i>List the procedure step-by-step.</i></p> <p><i>What will you say or do to support their process?</i></p>	<p>After our introduction, children will create their own zoo.</p> <p>Observation Center: In pairs, children will be assigned an animal, which then they will be able to go to the observation center and look at pictures of their animal and how their habitat looks like. This will help them with their activity.</p> <p>Art Center: In the art center, children will be working in pairs and they will design and create their own exhibit of the animal they were given with different art supplies. They will have a cardboard poster where they will be able create and design their exhibit. They can use green tissue paper with glue to create “grass” and popsicle sticks and leaves to recreate trees. They will also be able use modeling clay,</p>	<ul style="list-style-type: none"> - Visual Intelligence - Linguistic Intelligence - Fine motor skills 	<ul style="list-style-type: none"> - Include bilingual animal books -Pair students to work and help each other out -Include different materials for all children to be able to use

	<p>construction paper, and other art supplies for endless construction and designs.</p> <p>Writing Center: In the writing center, children will have computer paper, construction paper, tape, popsicle sticks, glue, stamps, and markers. Children will be able to make signs and directions for their exhibit.</p>		
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>After children create all their exhibits, we will put them together to complete our zoo. We will then reflect on what we created and talk about what we learned. I will go over what zookeepers do and how they help animals meet their needs such as food, water, and proper shelter. We will also discuss why animals are important to the environment and what makes them similar and different to us humans.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>After children create all their exhibits, we will put them together to complete our zoo which will then give us the opportunity to play pretend and talk about how us as “zookeepers” can help take care of the animals in our zoo.</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 able to understand how animals live, what they need, and what the role of a zookeeper is. They will develop their knowledge by using compare and contrast and accumulating information based on their observations to design their project.
Physical	Children will develop their fine motor skills as they use the provided materials for their activity such as scissors, glue, and clay.
Social/emotional	Children will learn about how to take care of animals developing empathy and social/emotional development.
Language/literacy	Children will be able to learn new vocabulary and will be able to read and write throughout the activity allowing them to develop their language and literacy skills. List 3-5 target vocabulary words: Habitat, Zookeeper, Exhibit, Environment
Content Area(s)	Literacy and Visual Art

STANDARDS/GOALS

3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

Domain 1: Approaches to Learning	<ol style="list-style-type: none"> 1. a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects. 2. b) Identifies additional materials to complete a task. 3. c) Experiments to further his/her knowledge. 4. d) Seeks additional clarity to further his/her knowledge.
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	<ol style="list-style-type: none"> 5. e) Seeks out connections, relations and assistance from peers and adults to complete a task. 6. f) Communicates more than one solution to a problem.
Domain 2: Physical Development and Health	Physical Development: 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.
Domain 3: Social and Emotional Development	Social and Emotional Development: <ol style="list-style-type: none"> 1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. 2. Regulates his/her responses to needs, feelings and events. 3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults). 4. Develops positive relationships with their peers. 5. Demonstrates pro-social problem-solving skills in social interactions. 6. Understands and follows routines and rules. 7. Adapts to change.
Domain 4: Communication, Language, and Literacy	Communications, Language, and Literacy: <ol style="list-style-type: none"> 2. Demonstrates he/she is building background knowledge. 3. Demonstrates that he/she understand what they observe. 5. Demonstrates a growing receptive vocabulary.
Domain 5: Cognition and Knowledge of the World	Cognition and Knowledge of the World:

	<p>5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.</p> <p>6. Responds and reacts to theater and drama presentations</p>
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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>In order for me to determine whether or not the children are getting the big ideas, I will have a group discussion to review of what we have learned and also do writing activities to see if children can answer the question. If I notice any child is struggling, we will go over the material briefly and have a one on one conversation with the child. Observation is key to determining if everyone is understanding the material so it's important to be on the lookout for all children.</p>

POST-ACTIVITY REFLECTION ^{2*}	
<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>	

* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.

Record the results of your authentic assessment activity.

How would you modify this activity the next time to make it more successful?