

Learning Experience/My Body and Me!

Hanane Moussali

Borough of Manhattan Community College

ECE 312/0500

Professor R. Guirguis

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Focused Curriculum plan.

Topic: My Body and Me

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.

Yes, the theme I chose, "My Body and Me!" will allow young learners to understand and gain an insight into how their bodies work, including physical appearance, feelings, and senses. And, how to keep their bodies healthy and strong through exercise and healthy food. By implementing hands-on activities and group work to support children's self-regulation and their understanding of others (theory of mind).

2. Will this topic foster **social interaction**? Explain.

This theme will foster social interactions through group work and play. It will stimulate children's thinking about how we are similar and how we are different and thus, how to be part of a diverse community and accept other people's differences. Children will also develop a sense of teamwork and mutual trust.

3. Will this topic be **meaningful** to your learners? How does it connect to ***their*** real world? Explain.

At this stage, young learners are very active, and they continue to get meaning from the world around them through interaction with objects and other people. Learning about their bodies and making the connection between, who they are, their physical appearance, feelings, and other's behaviors will support their self-confidence, and thus decision making, (Initiative vs guilt) Erikson.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

Absolutely. This topic will expand young children's prior knowledge of their bodies, will learn new vocabulary, and new concepts about how to keep their bodies healthy and strong while embracing children's diversity and learning style.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

The theme will be a great opportunity to stimulate children's imagination and creativity, as we will be doing creative art projects (self-portrait, family portrait, feeling arts...) where children can express their ideas (with minimum instructions). It will also develop problem-solving strategies through meaningful play (symbolic play using different materials) and other activities to support their cognitive development and problem solving (math, science, and social studies projects).

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

During this theme, children will have an insight on how to manage their feelings and they will get awareness on how their bodies express their feelings, thus they will learn how to have better control over their impulses and cognition. besides playing a selection of high-quality books will be shared and discussed with children such as: Listening to My Body, by Gabi Garcia. The Way I Feel, by Janan Cain, My Blue is Happy, by Jessica Young.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

Starting at the age of four, children start to develop the theory of mind and start to think about other's feelings. This theme will support children at this stage as it will open the door for them to conceive and accept other's differences whether tangible or intangible differences. Thus, will give them an insight into how to better understand others.

8. Does the topic allow learners to **gain a deeper knowledge of general principles and explanations** of the world? Explain.

The theme introduces many concepts and importantly our bodies, which is the way young children learn, using their bodies and senses to explain the world around them. Hands-on activities and group work will give children the opportunity to investigate and answer their own questions.

9. Can children use the knowledge gained through this topic in **meaningful real-world situations**? Explain.

One of the subthemes will be how do we keep our bodies healthy; children will learn the benefits of nutritious food and exercise. Activities such as eating the rainbow, and baking will give the children real-life experience to make healthy choices.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

Definitely, the theme will have various hands-on activities, including drawings, cutting, coloring, and reading, and so children will develop many skills in various domains (e.g., Fine motor skills, hands eye coordination, cutting through paper, new vocabulary...). Exercise and dance activities will also be part of this theme to support children's gross motor skills. Especially that this class has one child who needs to develop gross motor skills.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

Yes, using various books that embrace children's diversity such as, "Just Ask: be different, be brave, be you" by Sonia Sotomayor, "what makes us unique: Our first talk about diversity" by Dr. Jillian Roberts, "The big umbrella" by Amy June Bates, A Very Special Critter by Gina and Mercer Mayer, Jalapeno Bagels by Natasha Wing. Reading and discussing these books will help children understand and embrace one another uniqueness and difference. Another way that I can use is to sing the morning song in different languages, (English Spanish, and Chinese). Decorate the room with materials and pictures from different cultures (Honduras, Ecuador, and China), have different costumes from these cultures in the dress-up area. Label the materials used in the classroom in different languages. And adapt the classroom to make it accessible for children with various levels of physical capabilities.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

I believe that our bodies are an interesting subject to explore, especially for young learners. The theme will introduce children to something close to them and live with them 24/7. And the activities will be set in a way that supports children's autonomy, choice, and interests as they will learn how to take care of their bodies, from basic hygiene to preparing simple healthy snacks and caring for others. And the activities will be set in a way that gives children the opportunity to choose what activity they want to do during center time and adapt their interests and learning styles to the concepts introduced during this theme.

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:

Name body parts.

systems that work in an integrated way to keep our bodies functioning (respiratory system, digestive system, nervous system, cardiovascular, Endocrine system, urinary system, muscular and skeleton system.)

People have different physical appearances and come from different backgrounds.

Feelings are part of who we are, we should find a way to manage our feelings and overcome difficult moments.

We use our senses to explore and learn about the world.

Healthy habits (exercise, nutritious food, and water) help us keep our bodies and minds strong.

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

A. Children's literature:

- Me and My Amazing Body by Joan Sweeny.
- Moses Goes to a Concert by Isaac Millman.
- My Food, Your Food by Lisa Bullard.
- Don't call me special a First Look at Disability by Pat Thomas.
- Happy right now By Julie berry.

B. Website Information

<https://www.starfall.com/h/me/>

<https://kidshealth.org/en/kids/center/htbw-main-page.html>

<https://supersimple.com/content-topic/emotions/>

<https://jr.brainpop.com/health/>

https://www.abcya.com/games/all_about_me

C. Materials/Resources

- Books.
- Craft supplies (paint and paintbrushes, clay, crayons, construction papers...)
- Dolls, posters (in English Spanish, and Chinese), and doctor kits to set up the dramatic play center.
- CD player or smartboard to play music for dance and exercise activities.

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

I learned that a developmentally appropriate curriculum embraces children's diversity, prior knowledge, and background. A theme must respond to children's interests and needs in terms of their stage of development, what they need to learn to be able to develop in all domains, cognitive, social/emotional, language, and physical.

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

As far as I know, I didn't come across any misinformation as I searched after my initial ideas.

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. students will be engaged in various activities to Think “How my body makes me who I am? And how I can keep my body strong and healthy.”

2. students will learn how to value and listen to their bodies to articulate their feelings and to explore the world around them

3. Children will learn how to celebrate their uniqueness and embrace differences and diversity by exploring high-quality, culturally responsive books.

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

organs, digestive system, respiratory system, sports, vitamins, minerals, thrilled, anxious, gloomy, culture, disability.

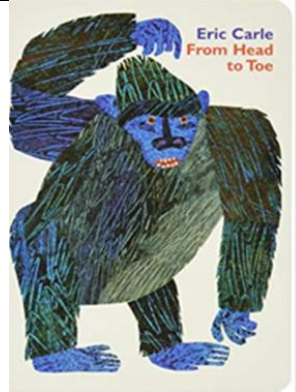
Activity Plan

Designed by: Hanane Moussali

Professor: R. Guirguis

ECE 321/0500

Curriculum Topic: My Body and Me! / Math: Counting

OVERVIEW/FRAMING				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	At four-year-old children can count to 20 by rote (sometimes more or less) and counting became part of their daily life. this counting activity will help students understand how to find out “how many” by using rational counting with the correct sequence and correspondence. And support their visual number sense using ten frame and counters.			
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>	How to find out “how many” by counting? how to represent a number using counters.			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Students Will be able to rationally count to 10. Students will be able to read numbers from 1 to 10.			

KNOWING THE LEARNERS	
AGE RANGE:	Four to four and half
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Four-year-old children demonstrate an interesting level of curiosity and energy, at this stage children enjoy collaborating and share ideas, math became part of their daily activities, sorting and comparing things by size height or color became a fun thing to do as well as counting. and “fare sharing” became the dominant rule in their daily activities.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	At this stage, children may know how to count to 20 but they may not use the correct sequence or/and the correct correspondence. This activity will help students use the correct sequence and correspondence by counting movements and fill in the ten frame accordingly.
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>	Children’s age in this group ranges from four to four and a half. This group includes Dual Language Learners (Spanish / Chinese) and one student who needs more support to develop gross motor skills. In general children at this stage learn better through hands-on activities and visual clues that support their understanding and memory.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>

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

<ul style="list-style-type: none"> - Book: From head to toe by Eric Carle - Number cards - whiteboard - Magnetic foam ten frame - Magnetic counters. - Animal cards: Penguin, giraffe buffalo, Monkey, seal, Gorilla, Cat, Crocodile, Camel, Donkey, and elephant. 	<p>This activity is a whole class activity, it will take place in the meeting area, a small table will be placed next to the whiteboard. And I will decorate the wall with numbers and number words in English, Spanish, and Chines. I will also have a Spanish version of the “Head to Toe” book.</p>	<p>Students will be asked to bring from home a family picture, which will be displayed on the wall in the meeting area, with the number of how many members are in each family underneath each picture.</p>
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THE LEARNING EXPERIENCE	
<p>The launch</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>I will start this activity by reading “From head to toe” by Eric Carl, as we continue exploring our curriculum theme “My body and Me”. The book is an interactive book and so, as I read, children will be asked to answer the repeatedly asked question through the book “Can you, do it?” by performing the different movements in the book. Then I will invite the children to participate in a fun game called “Pick a number and move your body”.</p>
<p>The activity</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>Step one: a student will pick a number card 1-10 (cards are displayed upside down) and read the number aloud.</p> <p>Step two: a second student will place the magnetic counters on the ten frame to match the number picked by the first student.</p> <p>Step three: a third student will pick an animal card (cards are displayed upside down and represent all the animals from the “From head to toe” book.</p> <p>Step four: children will be asked; what was the movement performed by this animal in the book? then the whole class will do the movement as many times as the number picked by the first students.</p> <p>Below is the list of the movements and the animal that performed each movement in the book.</p> <ul style="list-style-type: none"> - Turn your head/penguin

	<ul style="list-style-type: none"> - Bend my neck/giraffe - Raise my shoulders/buffalo - Waive your arms/Monkey - Clap your hands/seal - Thump your chest/Gorilla - Arch your back/cat - Wiggle your hips/crocodile - Bend your knees/camel - Kick your legs/donkey - Stomp your feet/elephant - Wiggle your toe "I" <p>Step five: another student will pick a new number and start the game again until we perform all the 12 movements.</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>To wrap up this activity, we will discuss how we can use numbers to tell how many, and how the last number we count is always the answer to our question "how many." Then children will be put in small groups to reflect and practice their counting skills using ten frame and counters.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>To build on this activity, I can set up a counting activity as a daily routine that will be expanded through this theme. Like counting how many students are present and fill in a "who is here today chart."</p>

Multimodal Engagement <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>This activity provides opportunities to use the following learning modalities:</p> <p>Linguistic: to launch this activity I will read a book that will provide children new vocabulary about body movements like, wiggle, arch, and thump. And will learn how to accurately say numbers from one to ten.</p> <p>Kinesthetic: children will perform physical body movement, and handle counters to place them in the ten frame (eye-hand coordination).</p> <p>Visual: in this activity, we will be using a whiteboard, ten frame, counters, and cards to help children visualize how much a number is.</p>
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	<p>I have included body movement in this counting activity to support children's physical development, especially for the one child who needs more support in this domain. Also, the numbers displayed on the wall will be written in English Spanish, and Chinese to support the dual language learners in this classroom.</p>

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	<p>This learning activity will support children's cognitive/thinking as they will learn new vocabulary and gain an insight into the meaning and use of numbers. It will also support their problem-solving skills as they will need to figure out how many counters are needed to represent each number. This activity will also be a great opportunity for memory strengthening as children will need to remember what movement each animal performed in the book.</p>
Physical	<p>This activity supports children's gross and fine motor skills, student will be performing physical body movement (turn, wave, clap, thump, stomp...) and manipulating small objects (picking cards and placing the magnetic counters in the ten frame).</p>

Social/emotional	This activity is a whole class activity, meaning that children will be working together to solve the problem, take turns, and follow the game rules. It will be a good opportunity to support children's self-regulation and collaboration.
Language/literacy	This activity invites children to read numbers and learn new vocabulary as we read our book. It will also foster children's communication skills, receptive (children will show their ability to listen and follow directions), and expressive as they will be talking to each other to solve the problem.
	List 10-15 target vocabulary words: "How much/many", counters, counting chips, ten frame, sequence, Raise, thump, wiggle, arch, body parts, animals' names.
Content Area(s)	Mathematics (counting), language, and physical.

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
Domain 1: Approaches to Learning	1.a: children will Interact with a variety of materials (cards, counters, ten frame, and books,) and peers through this activity. 1.e: children will use the "trial and error" method to figure out how many counters are needed to represent each number, first they will place the counters then count them to check if they picked the right number if not, they would need to adjust the counters until they get the right number. 5. a: this activity requires children's focus.

Domain 2: Physical Development and Health	<p>2.a: this activity addresses children's awareness when moving and performing different body movements.</p> <p>3.b: children will need to Maintain balance while performing movements during this activity.</p> <p>4.c: Participates in a series of large motor movements.</p>
Domain 3: Social and Emotional Development	<p>4.b: children will Interact with each other.</p> <p>4.d: the activity Sustains interactions by cooperating, helping, and suggesting ways to solve the math problem (representing the right number with the right number of counters)</p> <p>6.a: through this activity children will get an understanding of the purpose of rules as the game involves turn-taking and flowing steps.</p>
Domain 4: Communication, Language, and Literacy	<p>1.a: children will Participate in a large group activity for body movements.</p> <p>1.c: children will be invited to listen attentively to the book to remember what movement was performed by which animal.</p> <p>4.a: children will be invited to Understand and follow spoken directions.</p>
Domain 5: Cognition and Knowledge of the World	<p>1. Children will learn to count to 10 and number sequence.</p> <p>2. students will Represent the number of movements (0-10), with a written numeral 0-10. (The corresponding number card).</p> <p>3. student will Understand the relationship between numbers and quantities to 10, connects counting to cardinality (e.g., I can stomp my feet seven times)</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 determine if the children are getting "the big idea" I would observe, document, and make portfolios for children's work. Then compare their work at the beginning of this activity and the end.</p> <p>Another way will be an open conversation at the end of each activity and stress the learning outcomes and the new vocabulary. Then ask the children to write or draw about what we learned and save their work in the portfolio.</p> <p>For this counting lesson, I will observe and record children's ability to rationally count objects in different situations over the day. For instance, in the morning, we will be counting how many students are present today, in snack time, we will count snacks, and at playtime, children will be asked to count different items such as blocks or puppets. This way, I will be able to determine whether or not my students got "the big idea" and are ready to move to a new concept or they need more support.</p>

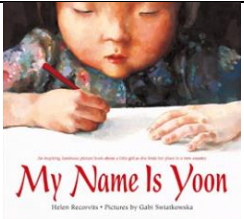
Activity Plan

Designed by: Hanane Moussali

Professor: R. Guirguis

ECE 321/0500

Curriculum Topic: My Body and Me / S.S. Individual Development and Identity

OVERVIEW/FRAMING				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	This activity “Name picture graph” will foster children’s self-awareness and interest in learning about themselves and their classmates. We will explore how our names are special and how they represent our identity and culture by reading “My name is Yoon” by Helen Recorvits. And practice their counting and analysis skills by making a Class name picture graph.			
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>	Through this activity children will learn how to write their names, how to identify how many letters are in their names (rational counting) and to analyze collected data.			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Emergent Literacy	Music Mathematics	Movement/Dance Science	Drama Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Students will be able to understand how their names are part of their identity. Students will be able to write their names.			

KNOWING THE LEARNERS	
AGE RANGE:	Four to four and half

CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Four-year-old children demonstrate an interesting level of curiosity and energy, their natural interest in learning about themselves and others reaches a high level. at this stage children enjoy collaborating and share ideas, math became part of their daily activities, sorting and comparing things by size height or color became a fun thing to do as well as counting. and “fare sharing” became the dominant rule in their daily activities.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	At this stage, children may know how to count to 20 but they may not use the correct sequence or/and the correct correspondence. This activity will help students use the correct sequence and correspondence by counting the letters in their names and fill and make the class name graph.
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>	Children’s age in this group ranges from four to four and a half. This group includes Dual Language Learners (Spanish / Chinese) and one student who needs more support to develop gross motor skills. In general children at this stage learn better through hands-on activities and visual clues that support their understanding and memory.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity?</i> List all books and materials , including any used during the launch/reflection and during set up and cleanup	<i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)	<i>What events or resources, including people, might you need to arrange in advance?</i>
Book: “My name is Yoon” by Helen Recorvits Index cards. Crayons. Large graph paper. Students photos (face only).	This activity is a whole class activity, it will take place in the meeting area. And I will decorate the wall with numbers and number words in English, Spanish, and Chines.	I will need to have photos of students' faces.

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

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THE LEARNING EXPERIENCE	
The launch <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>I will launch this activity by reading “My name is Yoon” by Helen Recorvits. This picture book illustrates a little Korean girl’s resistance to writing her name using the English alphabet. She was afraid that changing the spelling of her name from Korean to English will change her name original meaning and therefore her original identity and culture. After reading the book students can share their name stories or family members' name stories. Then I will invite the students to participate in our activity and make our class name graph.</p>
The activity <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>step one: read aloud “My name is Yoon” by Helen Recorvits step two: a class conversation about our name stories. Step three: Students will be asked to write their names on index cards (if they know how to write it. If not, students will need to visit our class name list displayed in the meeting area and try to copy their names). Step four: Students will then count the number of letters in their names and write that number underneath the name. Step five: make the name picture graph (the horizontal axis will represent the students and numbers will be written on the vertical axis, numbers from one to the highest number in the class) I will call a number and the student with the corresponding number will then glue his picture accordingly in the graph. Step six: we will analyze and compare our data. (How many letters in each name, the shorter name, the longest name, similar length...).</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>To reflect on this activity, students will write their names and draw anything that they believe can represent their names. for instance, if a child's name is Rose, she may draw flowers or a garden. The purpose is to make children aware of their names and how unique they are.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>To build on this activity we may have a self-portrait activity as our next creative art lesson.</p>
Multimodal Engagement <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>This activity provides opportunities to use the following learning modalities:</p> <p>Linguistic: to launch this activity I will read a book that will provide children new vocabulary.</p> <p>Kinesthetic: children will use their fine motor to handle objects (crayons, index cards, pictures...)</p> <p>Visual: in this activity, we will be using a picture book and picture graph to help students visualize, learn and remember new concepts.</p>
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	<p>In this activity, students will be invited to stand and walk to the picture graph and glue their photos to support their physical development and body coordination. Also, the numbers displayed on the wall will be written in English Spanish, and Chinese to support the dual language learners in this classroom.</p>

<p style="text-align: center;">GROWTH AND LEARNING</p> <p style="text-align: center;"><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
Cognitive/thinking	This learning activity will support children's cognitive/thinking as they will learn new vocabulary and gain an insight into the meaning and use of numbers. It will also support their problem-solving skills as they will need to figure out how many letters are in their names. This activity will also be a great opportunity for memory strengthening as children will need to remember and recall events from the story.
Physical	Students will be invited to stand and walk to the picture graph and glue their photos to support their physical development and body coordination. They will also be using their fine motor skills to write.
Social/emotional	Students will participate in a group conversation, share ideas, and will work together to fill and analyze the picture graph.
Language/literacy	This activity invites children to write/read their names and numbers and learn new vocabulary as we read our book. It will also foster children's communication skills, receptive (children will show their ability to listen and follow directions), and expressive as they will be talking to each other.
	List 10-15 target vocabulary words: Home, America, identity, diversity, pride, culture, graph, compare, contrast, less, more, same.
Content Area(s)	Social studies (individual development and identity), mathematics, Science, language

<p style="text-align: center;">STANDARDS/GOALS</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 actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
Domain 1: Approaches to Learning	<p>1.a: children will Interact with a variety of materials (index cards, books, crayons, picture graph) and peers through this activity.</p> <p>1.e: children will use the “trial and error” method to figure out how to print and to count how many letters are in their names.</p> <p>5. a: this activity requires children’s focus.</p>
Domain 2: Physical Development and Health	<p>2. b. Exhibits appropriate body movements when carrying out a task as children will be asked to stand and walk toward the graph to glue their photos.</p> <p>5.a. Demonstrates ability to use fine motor skills, students will be using crayons to print their names.</p> <p>5.b. Students will need to Manipulate small objects (glue their photos onto the graph)</p>
Domain 3: Social and Emotional Development	<p>2. a. Students will Describe themselves using their names.</p> <p>4. b. students will Interact with other children in a group conversation and problem-solving.</p> <p>6.a: through this activity children will get an understanding of the purpose of rules as the activity involves turn-taking and flowing steps.</p>
Domain 4: Communication, Language, and Literacy	<p>1. a. Students will participate in a large group activity, (read aloud and filling in the class name graph)</p> <p>1. c. Students will need to Listen attentively for a variety of purposes (listen to the story, instructions, and questions asked through this activity)</p> <p>19. b. Participates in conversations through multiple exchanges</p>
Domain 5: Cognition and Knowledge of the World	<p>1. b. the activity Describes how each person is unique and important. Our names are part of our uniqueness.</p> <p>2.a Talks about and/or shows items related to cultural traditions.</p> <p>2. b. Describes own community and/or cultural group (children will be invited to talk about their name stories or their family members’).</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 determine if the children are getting "the big idea" I would observe, document, and make portfolios for children's work. Then compare their work at the beginning of this activity and the end.</p> <p>Another way will be an open conversation at the end of each activity and stress the learning outcomes and the new vocabulary. Then ask the children to write or draw about what we learned and save their work in the portfolio.</p> <p>For this Social Study activity, I will observe children's ability to print their first name correctly and clearly, Students will practice writing their names in different occasions, in the block center student can use the alphabet blocks to build their names, in the pretend center, students will be encouraged to label their roles using their names (e.g., Dr. Sarah). In the art center we will have name art activities. This way, I will be able to determine whether my students got "the big idea" and are ready to move to a new concept or they need more support.</p>

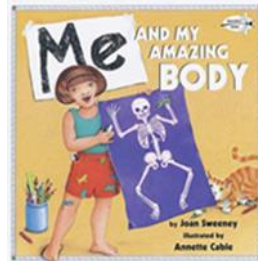
Activity Plan

Designed by: Hanane Moussali

Professor: R. Guirguis

ECE 321/0500

Curriculum Topic: My Body and Me! / Life Sciences

OVERVIEW/FRAMING				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	Students will learn about their physical characteristics and how we are similar and different. In this activity, students will learn about their body parts and will have the opportunity to make and label their body models.			
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>	What are my body parts? how does the body works?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Students will be able to recognize and name their body parts. Students will be able to read words of body parts. (Using visual clues)			

KNOWING THE LEARNERS	
AGE RANGE:	Four to four and half


CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	At this stage children are very curious to learn about themselves, they like to explore and test their ideas. They like to build and put things together to bring their ideas to life without worrying about the final product, their creativity is limitless. In this activity we will be creating a body model, putting together and labeling body parts.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	According to Piaget's stages of development children at this age are at the preoperational stage, which means that they form their ideas based on their perceptions and developing their own identity and so they may not be aware of our physical differences. To address this, I will read other books like "Just Ask: be different, be brave, be you" by Sonia Sotomayor, "The Colors of Us" By Karen Katz, The big umbrella by Amy June bates to show them that we may look different but we are all the same.
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>	Children's age in this group ranges from four to four and a half. This group includes Dual Language Learners (Spanish / Chinese) and one student who needs more support to develop gross motor skills. In general children at this stage learn better through hands-on activities and visual clues that support their understanding and memory.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
Books: <ul style="list-style-type: none"> - Me and My Amazing Body by Joan Sweeny. - The Colors of Us By Karen Katz. 	This activity will be a small group activity, where every two students will have to work together to make one	With the books, list of materials, and space this activity doesn't need any arrangement in advance.

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

<ul style="list-style-type: none"> - Just Ask: be different, be brave, be you by Sonia Sotomayor. - The big umbrella by Amy June bates. <p>Large brown craft paper</p> <p>Markers</p> <p>Body parts name cards with pictures.</p>	body model, we will need a clear floor area to trace the model.	
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THE LEARNING EXPERIENCE		
The launch <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 activity, I will start by reading “Me and My Amazing Body” by Joan Sweeny. The book explores not only the body parts we can see but also those we can't see. I will then ask children to name and show their body parts and invite them to create their own body model.</p>	
The activity <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>Step one: read “Me and My Amazing Body” by Joan Sweeny.</p> <p>Step two: let children choose their partners. We need four groups of two students.</p> <p>Step three: each group will have a piece of construction paper large enough to trace their real body size. One student will lay on the paper and the other will trace the body using a marker.</p> <p>Step three: students will glue the body name cards (with pictures) in the right place.</p> <p>Step three: students' work will be displayed on the wall (four models) and the whole class will compare and discuss the final product.</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>To reflect on this activity students will be invited to draw a whole-body portrait of themselves with as many details as possible.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To build on this activity we may have a lesson on how to keep our bodies healthy and strong, like eating the rainbow craft and so students can explore foods from all over the world and learn the benefits of healthy eating on our bodies</p>

Multimodal Engagement <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>	This activity provides opportunities to use the following learning modalities: Linguistic: to launch this activity I will read a book that will provide children new vocabulary about body parts. Kinesthetic: Students will use their bodies to trace the model, and handle small objects (markers, glue...) Visual: in this activity, we will be using picture books and labels with words and pictures to help students visualize, learn and remember new concepts.
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	This activity requires a whole-body interaction to support children's physical development and hand-eye coordination especially for the one child who needs more support in this domain. Also, the cards will be in English and Spanish, to support the dual language learners in this classroom.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	Making a real-size model will allow children to learn about special relationships and the use of tools to make the model. They will gain new information about how the body works, use critical thinking to put the right body parts in the right spot.
Physical	The activity requires physical interaction. Students will use their bodies to trace the model and their hands and fingers to draw and glue the labels.
Social/emotional	Children will develop a sense of identity as they explore their bodies. The activity also supports children's self-regulation and temperament as they will be working cooperatively as a team
Language/literacy	Students will be communicating ideas and knowledge, follow instructions, and learn new vocabulary.

	List 10-15 target vocabulary words: Skin, skeleton, bones, muscles, brain, skull, blood, oxygen, veins, heart, lungs, stomach.
Content Area(s)	Science (life science), visual art, language.

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?</i>	
Domain 1: Approaches to Learning	4. c. Actively explores how things in the world work. This activity allows students to explore and understand how their bodies work. 4. Takes objects and materials apart and attempts to reassemble them, students will be making a real-size model and put each body part in the right place. 5. a. Maintains focus on a task.
Domain 2: Physical Development and Health	5.a. Demonstrates ability to use fine motor skills when tracing the model and gluing labels. 2. b. Exhibits appropriate body movements when carrying out a task, students will work together one student will need to lay on the paper and the other student will need to trace.
Domain 3: Social and Emotional Development	2. c. Demonstrates knowledge of own uniqueness. Through this activity, children will learn that our physical appearance is one of the characteristics that make us unique. 4. b. Interacts with other children. 4. d. Sustains interactions by cooperating, helping, and suggesting new ideas.

Domain 4: Communication, Language, and Literacy	1. a. Participates in a small group activity. 1. c. Listens attentively for a variety of purposes (listen to the book, and the instructions) 4. b. Identifies pictures related to words (labels will have the word and the image of the body part) ELA 5. Participates in discussions about a text during whole interactive read-aloud discussion before this activity.
Domain 5: Cognition and Knowledge of the World	5. b. Recognizes the different structures of the human body. 6. a. Observes and represents the human body through the models children will be making.

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 determine if the children are getting "the big idea" I would observe, document, and make portfolios for children's work. Then compare their work at the beginning of this activity and the end.</p> <p>Another way will be an open conversation at the end of each activity and stress the learning outcomes and the new vocabulary. Then ask the children to write or draw about what we learned and save their work in the portfolio.</p> <p>In the dramatic center, children will play roles related to doctors and nurses. They will have doctor kits, Lab coats, and dolls. Children will use the vocabulary learned in this unit to name different parts of their bodies and figuring out ways to make the doll or another child feel better. The dramatic center will also have posters of body parts, muscular and skeleton systems, and a human body model.</p> <p>Observing students during dramatic play will allow me to determine whether my students got "the big idea" and are ready to move to a new concept or need more support.</p>

Learning Experience Unit Commentary

Describe the topic of your Learning Experience Unit:

Four-year-old learners are very active, and they continue to get meaning from the world around them through interaction with objects and other people. Learning about their bodies and making the connection between, who they are, their physical appearance, feelings, and other's behaviors will support their self-confidence, and thus decision making, and this is what is being though in this curriculum "My body and Me!". The theme will allow young learners to understand and gain an insight into how their bodies work, including physical appearance, feelings, and senses. And, how to keep their bodies healthy and strong through exercise and healthy food. By implementing hands-on activities and group work to support children's self-regulation and their understanding of others.

Implementation of Activities:

For this learning experience, I chose three activities that will support children's development in multiple domains and give children the opportunity to explore their bodies as well. Throughout the week, we will start with the Math Activity, this activity will help students use the correct sequence and correspondence by counting body movements and fill in the ten frame accordingly. Then Social Studies, as an expansion to our math lesson, this activity will help students practice the use of the correct sequence and correspondence by counting the letters in their names and fill in the class name graph. Finally, children will have a science lesson where they get to trace their reel body size and label some of the body parts. this activity will support children's understanding of their physical appearance and what makes them and their names special.

Relationship of the Activities:

These three activities share one main idea, expanding young children's prior knowledge of their bodies, as they will learn new vocabulary, and new concepts while embracing children's diversity and learning style. These activities are designed to support children's social-emotional, physical, cognitive, and language development as they will participate in hands-on activities in small and large groups.

Strategies and Connections:

These Developmentally appropriate activities will introduce children to a diverse collection of high-quality books and problem-solving strategies while supporting the dual language learners and develop gross motor skills for children who need extra support in this domain. This learning experience unit fits perfectly in my focused curriculum. It will help children explore and learn about their bodies; students will be engaged in various activities to Think "How my body makes me who I am? And how I can keep my body strong and healthy." and at the same time fulfills the New York State PreK learning standards.

Assessment:

To assess children's development, evidence such as children's drawings, photos of their products, and artwork will be gathered. And to get an accurate picture of the child's understanding and development a daily observation of the child will be conducted. This way I will be able to understand each child's progress and needs and create activities that support their knowledge and learning style.