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**ECE 312-1800/Professor Virginia Lee**

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### **Learning Experience Unit Commentary**

Based on the activity plans that you completed for Math, Science and Social Studies, answer the following questions:

1. In what order would you do the activities throughout the week? Why?

The order I would like to do the activities would be to begin with the Math activity because it'll allow children to learn to count from 0-10, and develop their fine motor skills. The skills can be used in the following activities and allows them to develop their counting skills. Then would be Social Studies so that they can learn about each other and their families, allowing them to feel integrated and valued. The last activity would be science, where children will be able to continue developing their fine motor skills, develop their development and their counting skills.

2. What could children learn from Activity 1 that might influence engagement in Activity 2 and Activity 3?

In activity 1 children will use their counting skills, more or less, and description words. These skills will be used in the second activity which is social studies, that will allow them to explore about themselves and their family members. They will be able to count how many members are in their family & compare and contrast who has more than others. Finally in the science activity children will be able to develop their counting skills, and description skills as they explore floating and sinking objects with water, allowing them to describe and understand why certain material objects float and sink.

3. What do these three activities have in common?

The three activities are alike because they all allow children to work together, being a hands on experience and developing their counting skills. In the math activity, children will get to work together as a team when they need to get to a number line and count the friend connectors using their hands. In the science activity children will get to work together by taking turns when they get to drop their object into the water, making predictions and counting how many items float and how many items sink. In social studies children will get to use their hands to paint "leaves" on their family trees, talk with their classmates about how big or small their family is and count them as well.

4. How are the activities you propose supported by what you know about development for children this age? (the 8 children ages 4 to 4 ½ years in the Whole Class Profile).

The activities support the Whole Class Profile because I've created activities with multiple books, vocabulary words that can be translated into Spanish, and I have also provided opportunities for children to feel integrated at all times with prior and new knowledge, allowing everyone to feel valued. All activities will allow children to strengthen their developing skills.

5. How are the activities you propose influenced by your knowledge of the sociocultural background of the children in the Whole Class Profile)?

The activities I proposed fit into the sociocultural background of the children in the Whole class profile because the vocabulary words and books will be translated into Spanish. Children will be allowed to talk about their previous knowledge and the activities will build on their interests, needs and developments.

6. Why are the instructional strategies you propose developmentally appropriate for the whole class, individuals and/or groups of children with special needs?

The instructional strategies will help the Spanish speakers to learn and expand their English vocabulary, for the child who needs help developing their fine gross motor skills will be able to strengthen that skill in all activities. For children with special needs we will be able to accommodate the materials and activities to his/her needs.

7. How could you see *this* Learning Experience Unit that you created fitting in with a Focused Curriculum (as described in the syllabus)? A.
8. What evidence will you gather (authentic assessment) to make sense of what children have learned from your Learning Experience Unit?

I will observe and guide the children throughout the activities and see if they understand the activities, I will also listen to their conversations to listen if they use our new vocabulary words. I will also see if the children get the big idea by allowing them to explain to me what they have done and have learned in the activities. I will also ask the big question and see if the children can answer using the vocabulary words and gather all of their activities together and allow them to explain to me their understanding.