

AGE RANGE:	All students ranged from 4 to 4.5 years old.
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	In this age range they experience rapid growth in several key areas. Language skills expand as they start forming longer, more complex sentences and increases in vocabulary. Socially, they engage more with peers, learning cooperation, taking turns, and strengthening their communication skills. It also helps children understand the perspectives of others and expand in building friendship. As children participate in this activity, they are developing and strengthening fine motor skills. I also know that this group of children come from diverse cultural backgrounds, where they each contribute to unique funds of knowledge in the classroom. Two of our students speak Spanish, four of our students are Ecuadorian in Honduran descent, one student is of Chinese descent, and three of the students speak English only. amongst our Spanish-speaking students, both of them are dual language learners. Then one of our monolingual students is working on engaging in more learning experiences targeted for developing gross motor skills. In addition, this group of children consist of four girls and four boys, whose ages range from 4 to 4.5 years old.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	In this activity children might misunderstand how a pet can be part of their family, since they are animals and not people. To address this I will read a book called Lola get a Cat by Anna McQuinn, to help them understand how a pet can become part of a family. They might also misunderstand animal families and how they also have a dad and mom, to address this I would read aloud to them a book called All kinds of Families by Suzanne Lang that talks about animal families, helping children understand this concept. Another misunderstanding children might have would be family generations, like not understanding that their grandparents also had parents, and so on. To address this I would show them a basic family tree sample that would include up to 2 generations to help the children understand. Another misunderstanding in this activity would be different family structures, such as single parent households, foster families, and/or same sex households. To address this I will allow all children to get to talk about who lives at home before going into detail with the activity so that all the children can listen and understand their classmates' family, and for all the children to feel special, unique and involved.

<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></p>	<ul style="list-style-type: none"> - 8 Students. - 4 boys and 4 girls. - Two of the students are dual language learners (they are learning to speak both English and Spanish). - One of your monolingual female students needs to focus on developing her gross motor skills. - Two students speak Spanish. - Four students are from Ecuadorian and Honduran descent. - One of your students is of Chinese descent. - Three of your students speak English only. - The students are interested in learning about pets, community helpers, flowers, and trees.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION

MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p><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></p>	<p><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></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>

- White construction paper, green finger paint, red and brown construction paper, scissors, markers, crayons, family pictures

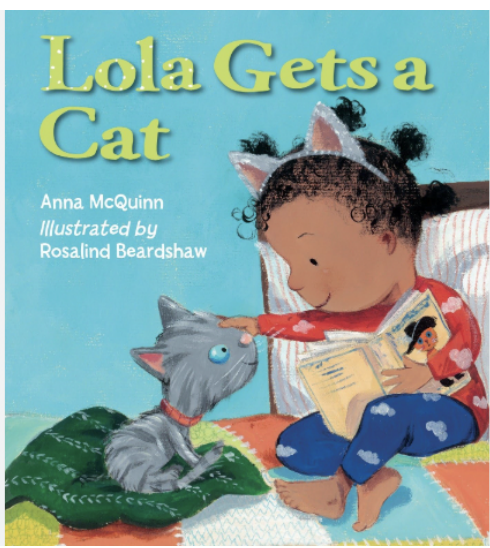


I would need to have a bulletin board ready to put up their family trees where children will be able to see it all together the next day. I would also need to set up my demonstration table before the activity. In the meeting rug I would arrange it to form a circle when the children sit down.

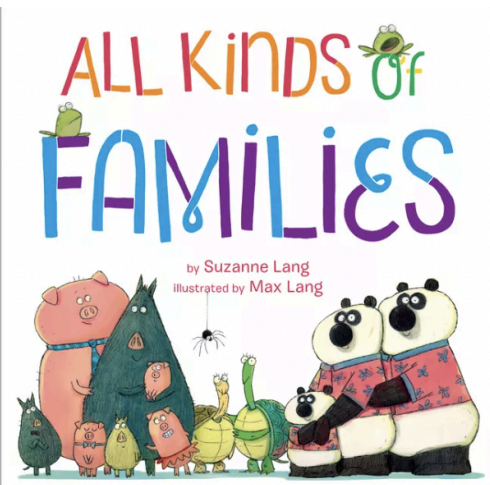
A week or so before this activity I would send out a letter home to the parents explaining to them about the importance of this activity, and if they can send to school pictures of their family members a day before the activity for the children to use it in their family trees. Before the activity I would also need to have all the materials ready in the big table where children will see me demonstrate the activity, and have it on their tables as well so it can be ready when it's their turn.

- Art smocks

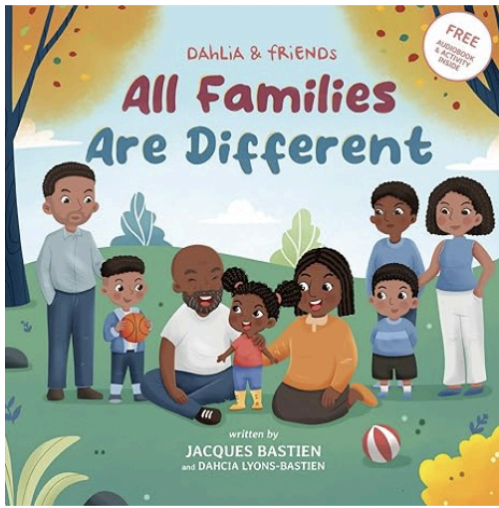




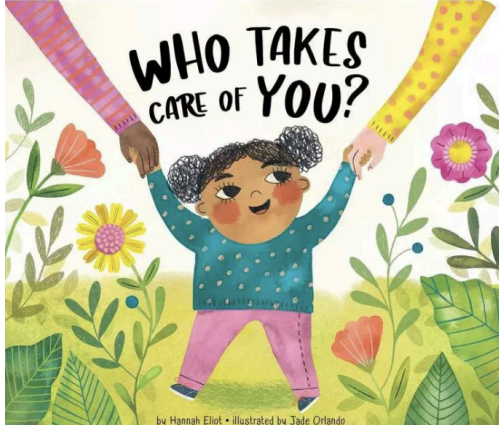
- Lola Gets a Cat by Anna McQuinn



- All Kinds of Families by Suzanne Lang



- All Families Are Different by Jacques Bastien



- Who Takes Care of You? by Hannah Eliot



- My Family, Your Family by Lisa Bullard

THE LEARNING EXPERIENCE

The launch

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 will begin by taking out a family tree sample and ask the children “what do you see in this tree?”, then the children will begin to say what they see and I will ask a question “who has a family at home?”. After that I will ask the children to sit on the rug and we will read one of the books that will introduce the topic of family, introducing the concept and vocabulary. I will describe the activity as simple as possible for the children to understand, and so that they will be able to talk about their families. After that I will gather the children around our demonstration table showing them the materials and the way they can create their family tree.

The activity

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.

1. Ask the children to sit down on a circle at the rug.
2. I will sit down in the middle of the circle with a sample family tree and then ask the children “what do you see?”
3. After hearing their responses I will then ask them “who has a family at home?”. Let all of the children go one by one to answer the question.
4. Then I’ll read aloud the book My Family Your Family by Lisa Bullard. I’ll ask them before the read aloud “what do you think the book will be about?”, and begin the read aloud.
5. After the reading I will ask the children “what was their favorite part of the book”, after hearing their responses I will ask them “who would like to create a family tree like this one”, and show them once again the sample tree.
6. The children will then be asked to gather around our demonstration table, and I will explain to them as simple as possible the order of how the leaves on the tree would represent a family member.
7. After the demonstration and explanation I will help the children put on their art smocks on the children and then they will be asked to sit down at their working tables where their needed materials will be.
8. During the activity I will be walking around to help the children hand paint their hands as their leaves

	<p>on their trees. They will glue on red hearts to represent their family members and I will help them label them.</p> <p>9. After the activity I will congratulate the children and tell them how amazing their trees came out, and tell them that I will be hanging them up in our bulletin board.</p> <p>10. The children will be asked to line up behind the sink to wash their hands.</p> <p>10. We will then clean up, while the children are at their centers.</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>The opportunity I will offer the children to respond after the activity would be who has a bigger family, who has sister's and/or brother's. They will be able to compare and contrast their answers based on their family trees.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On another day I can ask the children to talk about their favorite activities that they like to do with their family, and have them draw it out on a blank sheet of paper. This will allow the children to share similar fun activities they like to do outside the classroom.</p>
<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>	<p>Three different learning modalities would be tactile, by involving hands-on experience such as when the children use their hands to feel paint, and their family picture cutouts. Linguistic learning modality, by allowing the children to talk about their family, expanding their vocabulary, and labeling their leaves. Another learning modality used for this activity would be visual/spatial, by allowing the children to organize where each family member goes on the tree.</p>

<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>	<p>For learners with different learning styles for example SLLs I would provide labeled picture cards of family members and use short, clear sentences and repeat key vocabulary such as “This is mom. Paint mom here.” For physically active learners I would set up stations like one for painting, one for selecting photos, one for labeling so the children can rotate, allowing them to move around. For Children with Physical Disabilities I will adapt their setup space by placing materials within easy reach.</p>
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<p align="center">GROWTH AND LEARNING</p>	
<p 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>	
<p>Cognitive/thinking</p>	<p>It’ll support their cognitive development through memory and classification when children recall and organize information about family members and relationships. It also promotes symbolic thinking by using a tree to represent a family and introduces abstract thinking. Children also learn and practice recognizing family roles like parent, sibling, grandparent, and understanding the relationships between them. This supports their understanding of hierarchy and relationships, enhancing cognitive skills.</p>
<p>Physical</p>	<p>It’ll support their physical development through fine motor skills by Painting, gluing, and placing objects to help develop hand-eye coordination and dexterity.</p>
<p>Social/emotional</p>	<p>It’ll support their social/emotional development when talking about family history and traditions allowing them to foster a sense of belonging, identity, and pride in their heritage. This also encourages empathy and respect as they learn about their classmates' family members' stories and experiences.</p>

<p>Language/literacy</p>	<p>It'll support their language/literacy domains by building on to their vocabulary, children will be able to learn a couple of new words and their meanings. This activity will also allow children to describe their family, and share some family stories. When children label their tree it'll allow them to reinforce print awareness and early writing skills.</p>
	<p>List 10-15 target vocabulary words:</p> <ul style="list-style-type: none"> - Family - Parents - Siblings - Grandparents - Grandmother/Grandfather - Brother/Sister - Household - Babysitter/Sitter - Leaves - Adopt - Shelter
<p>Content Area(s)</p>	<p>In art children can be creative through painting and collage; exposure to color, shape, and design. In social studies children will get an understanding of family structures and cultural traditions, learning about roles and relationships. In science children can explore plant parts and growth, connecting nature and family metaphors.</p>

STANDARDS/GOALS

What Pre-K Common Core Learning Standards are addressed in this activity?

Use the PKFCC to respond.

*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?)*

<p>Domain 1: Approaches to Learning</p>	<p>PK.AL.3.a. Uses materials/props in novel ways to represent ideas, characters and objects PK.AL.3.b. Identifies new or additional materials to complete a task PK.AL.3.c. Experiments to further knowledge PK.AL.3.d. Seeks additional clarity to further understanding PK.AL.3.e. Demonstrates innovative thinking PK.AL.4.a. Asks questions using who, what, how, why, when, where, what if PK.AL.4.b. Expresses an interest in learning about and discussing a growing range of ideas PK.AL.4.f. Willingly engages in new experiences and activities PK.AL.5.a. Maintains focus on a task PK.AL.5.b. Seeks assistance when the next step seems unclear or appears too difficult PK.AL.5.c. Modifies strategies used to complete a task</p>
<p>Domain 2: Physical Development and Health</p>	<p>PK.PDH.2.a. Demonstrates appropriate body awareness when moving in different spaces PK.PDH.3.a. Displays an upright posture when standing or seated PK.PDH.3.b. Maintains balance during sitting, standing, and movement activities PK.PDH.5.a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p>
<p>Domain 3: Social and Emotional Development</p>	<p>PK.SEL.2.a. Describes self, using several different characteristics PK.SEL.2.b. Identifies self as being part of a family and identifies being connected to at least one significant adult PK.SEL.2.c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) PK.SEL.2.g. Exhibits confidence and pride in home language and culture PK.SEL.3.a. Interacts with significant adults PK.SEL.3.b. Seeks guidance from primary caregivers, teachers and other familiar adults PK.SEL.4.b. Interacts with other children (e.g., in play, conversation, etc.) PK.SEL.4.c. Shares materials and toys with other children PK.SEL.6.a. Displays an understanding of the purpose of rules PK.SEL.6.b. Engages easily in routine activities (e.g., story time, snack time, circle time) PK.SEL.7.a. Easily separates themselves from parent or caregiver PK.SEL.7.b. Transitions, with minimal support, between routine activities and new/unexpected occurrences</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>PK.AC.1.a. Participates in small or large group activities for story-telling, singing or finger plays PK.AC.1.b. Asks questions PK.AC.1.c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) PK.AC.1.d. Initiates and extends conversations, both verbally and nonverbally</p>

	<p>PK.AC.1.e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)</p> <p>PK.AC.2.a. Asks questions related to an item, event or experience</p> <p>PK.AC.2.b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them</p> <p>PK.AC.2.c. Attempts to use new vocabulary correctly</p> <p>PK.AC.3.a. Uses vocabulary relevant to observations</p> <p>PK.AC.3.b. Asks questions related to visual text and observations</p> <p>PK.AC.3.c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)</p> <p>PK.AC.4.a. Understands and follows spoken directions</p> <p>PK.AC.4.b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p> <p>PK.AC.5.a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations</p> <p>PK.AC.5.b. Increasingly uses more complex words in conversations</p> <p>PK.AC.5.c. Uses new and rare words introduced by adults or peers</p> <p>PK.ELAL.1.a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>PK.ELA.1.b. Recognizes that spoken words are represented in written language</p> <p>PK.ELA.1.c. Understands that words are separated by spaces in print</p> <p>PK.ELA.1.g. Identifies front cover and back cover</p> <p>PK.ELAL.5. Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)</p> <p>PK.ELAL.7. Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.8. Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.20. Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p>PK.ELAL.21. Identifies the speaker</p> <p>PK.ELAL.22. Describes familiar people, places, things and events</p> <p>PK.ELAL.23. Creates a visual display (e.g., drawing, art work, building, writing)</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>PK.SOC.1.a. Identifies self by using characteristics such as eye color, hair color, age</p> <p>PK.SOC.1.b. Describes how each person is unique and important</p> <p>PK.SOC.1.c. Identifies as a member of a group</p> <p>PK.SOC.2.a. Talks about and/or shows items related to cultural traditions.[E.g. Describes some of the dances, foods, and special events related to culture</p> <p>PK.SOC.2.b. Describes own community and/or cultural group</p> <p>PK.SOC.5.a. Identifies features of own home and familiar places</p> <p>PK.ARTS.16.c. Shares and talks about personal artwork</p>

AUTHENTIC ASSESSMENT

What will you do to gather evidence to assess each child's developmental progress?

How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?

Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.

Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.

Throughout the activity I will walk around and observe all the children, providing my help and guidance during the painting part and if they need me. I will determine whether or not the children are getting the big idea of doing visual arts, after completing their family trees by seeing where they placed their family members, and how they labeled them. This will give me an understanding if the child understood the different names of family members. I will also allow the children to explain to me what they did and who is who in the leaves.

