

Jasmattie Bhagwandeem

Professor Christana

Class ECE 312

Date 12/19/21

Team Members:
Jasmattie Bhagwandeem

Focused Curriculum Plan
ECE 312

Curriculum Topic Community helper

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

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

This material will assist my students in being engaged in constructive learning who will participate in class. Children will be active, performing their favorite dancing moves or engaging in another form of exercise. Furthermore, by addressing their backgrounds, youngsters will be productive learners' that are involved.

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

This topic will encourage social connection by allowing youngsters to discuss their community helper and discover what they have in common with their friends. They will Gather information and they will share it with their other classmates about the community same and different.

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

This topic is important to my students since they will be able to discuss anything related to community helpers. It gives them the opportunity to learn more about their environment while socializing with their classmates. It will make students feel like they are a part of the planning process in the classroom. This topic is important to children because they get to learn about the environment that they are living in. Children will attend Field trips in which they will interact with other people, for example, firefighter policemen.

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

The student will be able to relate their prior knowledge to this topic. For example, the youngsters would learn about what they wanted to become when they grow older. It will give students an opportunity to think about what they want to become in the future. Children see other people dress up in uniform, for example, policemen, firefighters, etc. also they watch movies and they see something they want to be when they grow up.

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

Express interest in the ethnic background of your students.

Redirect your role in the classroom from a teacher

Maintain a strict level of sensitivity to language concerns.

Maintain high expectations for student performance.

5. Will the topic allow learners to **engage in community helper and be reflective**? Explain.

Yes, this topic will allow students to practice community helper and reflection. This will assist learners in helping others by allowing them to take turns speaking or choosing their area of interest. This will assist children in being reflective by allowing them to recall the "here come the helpers" read by the teacher or Pete the Cat: Firefighter Pete. Children will see what a community helper is when they go to the lunchrooms to see what the kitchen staff is doing. Children will have the opportunity to interact with their community helpers, and they will get involved in the activities that they are interested in.

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

Yes, this topic will assist learners in expanding or changing their present knowledge. children, will learners comprehend their individuality, such as What is a community helper?

Why is community helper important?

How to keep our community clean?

Who helps run a community?

Who keeps people safe?

How can you become a community helper? Children that get involved with their community helpers learn more about activities that they are interested in.

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

Yes, this topic will help students develop a better understanding of the world. They will learn about daily lives including community assistance. Children converse and socialize when they interact with community workers. I want children to have a better idea of who they want to be when they grow up. Involvement and experience in any activities will give them a better idea of what is a community helper.

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

Yes, they are able to apply this concept to real-life scenarios. Being able to articulate and explain their feelings. For example when children go on Field trips to see what community helpers. helpers are doing in real-life situations.

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

This subject will assist youngsters in practicing and mastering their skills by allowing them to recognize their individuality. Involvement in group activities

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

Yes, children can be exposed to this topic in meaningful ways. In the classroom, there will be books in which the child can see themselves depicted. Inviting their families to listen to a story. Getting to know my students better and connecting with their family and community

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

Yes, learners will be interested in this topic since they will be able to explore and discover more about their individuality. This topic will give youngsters the opportunity to make their own decisions by allowing them to choose what they would like to tell their community helpers. It will also allow kids to choose what they want to say and where they want to play. By practicing what do you like to do and learning more about what they like. And getting involved in that topics.

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:

I know Anyone who assists in keeping our community running smoothly is referred to as a community helper. Police, firefighters, and mail couriers, for example, would all fall into this category. Dentists, doctors, construction workers, and mechanics are among those that fall under this category. One of the topics that may be done at any time of the year is Community Helpers.

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

A. Children's literature

Pete the Cat: Firefighter Pete

Here Come the Helpers

Delivering Your Mail (Community Workers)

B. Website Information

<https://youtu.be/jt2q1cHsH6E>

<https://www.thesuperteacher.com/2017/03/preschool-community-helpers/>

<https://www.teacherspayteachers.com/Browse/Search:community%20helpers>

C. Library Identified Resources

Developmentally Appropriate Practices (D.A.P).

iii. Creative Curriculum for PreSchool

Culture - A Celebration, Activities and Projects

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

My study taught me that my topic should be suitable for all of the students in my class. Work on the curriculum should be based on the interests of the students.

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

My misconception about creative ideas is that the work should be planned ahead of time, without considering what my students are interested in.

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?

What is a community helper?

Why is community helper important?

How to keep our community clean?

Who helps run a community?

Who keeps people safe?

How can you become a community helper?

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

1. Community
2. Helper
3. Firefighter
4. Nurse
5. Environment
6. Clean
7. Safe
8. Teacher
9. Doctors
10. Important

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.

WHERE IS THE MATH?

1. Choose 3 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Number & Operations

Children will count using objects such as fingers

- b. Geometry & Space

Children will have the space to think about some way to keep the community clean.

- c. Measurement

- d. Algebraic Thinking (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal)

Children will Be given a worksheet where they have the police and they have to match the police with the correct numbers. I will assist children in doing so. Children will be about to see the poster and about to count the numbers on the poster we will go over it together.

- e. Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing)

Children will draw what they want to become when they grow bigger.

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

Children will dress up as what they want to become when they grow big. For example, if a boy wants to become a firefighter he will dress up with a firefighter costume and say why he wanted to become a firefighter. Children can also do a role play about the character they want to become.

- b. TABLE ACTIVITIES (Manipulatives, Puzzles)

- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

Children will draw who is their favorite community helper hero.

- d. MUSIC/MOVEMENT

- e. SAND AND WATER PLAY

f. BLOCK BUILDING

Children can count how many blocks are there, and they can also count how many Colors are there.

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

j. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose 3 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

a. Observing

Children will observe why it's important to be in a clean environment. And how to keep the environment clean. Children will interact with the cafeteria custodian and how to keep their lunchroom clean.

b. Predicting, Inferring, Hypothesizing

c. Communicating Information

Children will be about to communicate the ideas and discoveries what they learned

d. Life Science Content

Children can use live science to explain the world around them they will use research from their community helper to explain what they discovered

Physical Science Content

e. Ecological/Environmental Science Content

- f. Health & Nutrition Content

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

Children will play by keeping their environment clean and the place they sit clean.

- b. TABLE ACTIVITIES (Manipulatives, Puzzles)

Children will fix a big puzzle with a set of community helper puzzles

- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

Visual arts helped children to express ideas and feelings. Children can draw one of their community helpers.

- d. MUSIC/MOVEMENT

- e. SAND AND WATER PLAY

- f. BLOCK BUILDING

- g. SCIENCE/DISCOVERY

- h. LIBRARY/LITERACY

Children will read a series of different books to gather information about the topics. I will ask to use video to help children Comprehend life science.

- i. WOODWORKING/CARPENTRY

- j. COMPUTERS/TECHNOLOGY

WHERE ARE THE SOCIAL STUDIES?

1. Choose 3 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Psychology & Sociology (Self-identity, How people think and act)

Children will watch the videos of community helper then we will have a discussion

<https://youtu.be/jt2q1cHsH6E>

b. Political Science (How society works)

Children will discuss How can you become a community helper?

c. Anthropology (How people live in the world)

We will have a Field trip where children can see in the real world a community helper

d. History (How people and societies change over time)

e. Geography (A sense of place)

f. Economics (A sense of fairness and equality)

g. Philosophy (Values for living in the world: truth, right and wrong)

h. Law (Rules, rights, and responsibilities)

2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

There will be puzzles of different people, places and things

VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

Children will draw something they learn when they watch the videos.

c. MUSIC/MOVEMENT

Children will be asked to bring music of their Choice. Everyone is welcome to participate in singing or dancing.

d. SAND AND WATER PLAY

e. BLOCK BUILDING

Children will be given the opportunity to create their own neighborhood or classroom. Then we'll look into what the kids like best about their neighborhood or classroom.

f. SCIENCE/DISCOVERY

g. LIBRARY/LITERACY

h. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. I will start introducing the curriculum topic Using questions to get students thinking about the lesson's topic. Displaying images that are relevant to the lesson's theme. I will bring actual objects into the classroom that are relevant to the subject.

I will show a video to Introduce the topic I will also use group activities to get the children more involved.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. I will schedule meetings at specific times for students to meet up so we could discuss the curriculum's lesson topic. I will use puzzles and toys objects to keep the children integrated in the lessons topic.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. I will provide drawings and sketches to have children visualize and brainstorm the lesson topic. Music will be provided to describe the mood. Acting will give you an eye witness to the events of the lesson topic. I will use role playing to keep the children interested. I will use music and physical activity to keep them involved.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book (Include bibliography):

Pete the Cat: Firefighter Pete

Here Come the Helpers

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

Children will watch videos after that I will ask children what they learn in the videos.

<https://youtu.be/AvuHfFq6gI4>

<https://youtu.be/BzzFRQsmb74>

Work cited

<https://youtu.be/AvuHfFq6gI4>

<https://youtu.be/BzzFRQsmb74>

<https://youtu.be/jt2q1cHsH6E>

<https://www.thesuperteacher.com/2017/03/preschool-community-helpers/>

<https://www.teacherspayteachers.com/Browse/Search:community%20helpers>

Activity Plan For Math Number matching

Designed by: Jasmattie Bhagwandeem

Curriculum Topic: Community helpers

OVERVIEW/FRAMING	
<p>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></p>	<p>This topic Number matching is appropriate for this group Because Children can benefit from learning about numbers from 1 to 10.</p>
<p>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></p>	<p>What is a number matching? Why is community helper important? How to keep our community clean? Who helps run a community? Who keeps people safe?</p>

CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy Studies	Mathematics	Science	Social
LANGUAGE AND CONTENT OBJECTIVES	Children will learn how to write and how to count from 1-10.			

KNOWING THE LEARNERS	
AGE RANGE:	four to five years olds
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Use more difficult sentences and speak clearly. 10 or more things should be counted At least four different colors and three different shapes must be correctly identified. Recognize some letters and write their names if possible.</p> <p>In math children will be learning how to count and Cut out the badge and glue next to the same number of policemen. This is developmentally appropriate because children can learn how to count using their fingers.</p> <p>Visual Arts allows children to enter imaginative worlds, to be creative and to engage in playful thinking. Developing children's imaginations is important for learning. Creativity develops unique ideas and solutions that are of value.</p>
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<p>In math, children will learn how to count, by matching how many police are there. Children might miscount the policemen in the diagram. I will make it a little tougher with the children so that they get the right answers or the correct answers.</p> <p>In Visual Arts, children with learning disabilities often experience difficulties with analysing, understanding and communicating. Social situations, and gestures are skills that may present difficulties. Developing expressive skills and understanding the world around them is crucial.</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?^{1*}</i>	The speaks in different dialects, and languages. Three of students speaks only English, two of the students speak only Spanish, two of them are Ecuadorian and Honduran. While two is learning to speak both English, and Spanish at the same time. children developed with the interaction of people and environment around them, they understand things better with experience and social interaction.

^{1*} Note: You are designing this activity for the three children observed for your Student Profiles assignment.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p><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</p>	<p><i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)</p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>card stock paper, pencil, crayons, and markers. Construction paper, glue scissors</p>	<p>There will be a poster on the blackboard where children I see the numbers 1-10 children will learn to write and say 1-10.</p>	<p>First I will use a diagram/poster with the numbers and the policeman. Secondly, I would use people to come in and help children count them as policemen.</p>

THE LEARNING EXPERIENCE	
<p>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>	<p>Firstly, for the math section, I will start introducing the topic of number matching, I will ask children what number is matching, then I would listen to each child then would explain what it's, then I will show the children an example of what number matching is, then children will have a worksheet where they match the number of the worksheet to the policeman, for example, if they are 4 policeman then children will match 4 to four police, children can also use their fingers to count numbers. I will make a poster while I will point out the numbers on those posters. For example, I can make them write-downs a number and make the child draw that quantity of that numbers</p>
<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>	<p>I start the lesson by asking the children, "What is a policeman? And what does a policeman do? Then we will listen to each individual child. Then I will explain what a policeman is. After that, I will ask children what a policeman does? After listening to them, I will explain what a policeman does. Then I would introduce number matching. Children will have to match the number on the worksheet of the policeman. I will show students an example and then I will do another example with the children so they can understand what they are going to do next. After that, I will ask students if they understand and if they have any questions, then I would give them the worksheet of a number matching. Children can use their fingers to count also I can play the numbers games in small groups.</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>This week children will learn about number matching and how to write them Children will be more engaged in the lesson plan when they were together in small groups using shapes and patterns</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>The goal is to learn children how to count and how to write numbers, using real-life events happening in the school and in their environment. The next day I would let children try to write from 1-10 on their own.</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>children will learn about number matching and they will be able to write from 1-10 and able to say it properly. The use of (visual, spoken, gestural, written, depending on the representation) and Organization of the lesson plan</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>children learn differently from each other some learn by seeing and others learn by hearing some learn by both ways of seeing and learning. others learn by visual, auditory, verbal, interactive, direct experience,</p>

<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></p>	
<p>Cognitive/thinking</p>	<p>This topic will help students to think about what they want to be when they grow older And How they are different ways they can learn more from their peers.</p>
<p>Physical</p>	<p>This topic will help students to move around the classroom and use their hands to write, draw etc. Therefore, they will be using their gross motor skills to move around the classroom. Their fine motor skills are to draw and write.</p>
<p>Social/emotional</p>	

	The students will be able to appreciate each other's differences. Community helped the children by teaching them, what is necessary for every day life.
Language/literacy	Children will be exposed to some new words in these topics. ----- List 10-15 target vocabulary words: Matching, number, policeman, one, nine, seven, three, badge, Help, environment
Content Area(s)	Science

STANDARDS/GOALS	
<i>What Pre-K Common Core Learning Standards are addressed in this activity? 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	children interaction with their classmates, engage in group activities Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem Communicates more than one solution to a problem
Domain 2: Physical Development and Health	Compares and contrasts different sights, Communicates to discuss sights, Engages in rigorous large motor activities in increasingly longer periods of time as skill and endurance develops Participates in activities to promote balance and flexibility
Domain 3: Social and Emotional Development	Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors. Demonstrates an ability to independently modify behavior in different situation
Domain 4: Communication, Language, and Literacy	Participates in small or large group Asks questions Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) Initiates and extends conversations, both verbally and nonverbally. Makes choices about how to communicate the ideas they want to share

<p>Domain 5: Cognition and Knowledge of the World</p>	<p>Mathematical learning focuses on the exploration of concepts. Instructional time should focus on developing number sense including concepts of correspondence, counting, cardinality, and comparison</p>
--	---

<p style="text-align: center;">AUTHENTIC ASSESSMENT</p>	
<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>Will keep track of who is learning and comprehending the material and who is not. Observe who participates in open-ended questions by responding to them and providing comments.</p> <p>Every child's day-to-day anecdote Additionally, place their work on display throughout the classroom.</p> <p>Their work will be on display in the entire room. They will be a huge group discussion with open-ended questions.</p> <p>This topic will allow children to learn from 1-10 and learn how to write 1-10, numbers matching will help students to also think about what they wanted to be when they grow older,</p>

Reference

https://earlychildhoodny.org/pdfs/NYS_Prek_Learning_Standards-2019.pdf

Activity Plan Science “where we live”

Designed by: Jasmattie Bhagwandeem

Curriculum Topic: Community helper

OVERVIEW/FRAMING									
<p>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></p>	<p>This topic is developmentally, and culturally appropriate for the learners that I am designing this work for. this topic “Where we live” will be interesting to learners by them being able to explore and learn more about their community and their surroundings. This topic will allow children to make their own choices by them choosing what will they like to share about their community and where they live.</p>								
<p>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></p>	<p>Where do the people and animals around me live? What city do I live in? What is the location of my relatives? What is the location of people and animals? What kinds of houses do people in my city (New York City) live in? How do people and animals construct their dwellings?</p> <p>The children will explore “Where we live” and they will know about where their peers live, for example, if living close to each other or far away</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Visual Arts</td> <td style="padding: 2px;">Music</td> <td style="padding: 2px;">Movement/Dance</td> <td style="padding: 2px;">Drama</td> </tr> <tr> <td style="padding: 2px;">Emergent Literacy Studies</td> <td style="padding: 2px;">Mathematics</td> <td style="padding: 2px;">Science</td> <td style="padding: 2px;">Social</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy Studies	Mathematics	Science	Social
Visual Arts	Music	Movement/Dance	Drama						
Emergent Literacy Studies	Mathematics	Science	Social						
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Children will discuss the different places where they all lived during the activity in the classroom. Their favorite place in the community and how to care for a place or community.</p>								

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4-5 years old</p>
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<p>I know that they are learning about where they live, and where they classmate live.</p> <p>The children may have some misunderstandings when it comes to the new vocabulary and reading new words. I will address this matter by letting the children see and hear the words. I will go over it together with</p>

	them. Also, children may think they all live together or they live close from each other.
<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?^{2*}</i></p>	<p>The speaks in different dialects, and languages. Three of the students speaks only English, two of the students speak only Spanish, two of them are Ecuadorian and Honduran. While two is learning to speak both English, and Spanish at the same time</p>

<p align="center">MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p align="center">MATERIALS</p> <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 align="center">LEARNING ENVIRONMENT</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 align="center">EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>Pictures, videos, and Books paper, pencils, crayons</p>	<p>A small group of children together, and bulletin boards with pictures and slideshows, with “where we live”</p>	<p>I will inform the Director of the teachers and parents about upcoming events.</p> <p>First, I will ask the director for permission to go on around the community “where we live” explaining the reasons we would like to do so. Then, we will ask the parent’s permission to take their children on a walking trip and tell them why. We will also ask our children if they would like to go on a neighborhood walk.</p> <p>To do this neighborhood walk we would need 1 or 2 more assistants with us.</p> <p>Before our neighborhood walk, we would also need to have gone over the safety measures with our students.</p>

^{2*} Note: You are designing this activity for the three children observed for your Student Profiles assignment.

THE LEARNING EXPERIENCE	
<p>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>	<p>Firstly, for the science section, I will start by introducing the topic of “where we live” . I will give examples by saying I live in Queens New York, then I will ask each student where you do live? Then I would listen to each response and continue to ask questions. Where do the people and animals around me live? What city do I live in? I would answer the questions first then let the children answer it. In this way, children will learn and have a better understanding</p>
<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>	<p>First, we will start by pairing up the children and having them sit with their buddy, Then we will read the book “It’s Moving Day! by Pamela Hickman After reading the book we will ask open-ended questions about what we have read, they must first discuss the book with their buddy before doing so to the class. After we have discussed the book as a whole. I will ask children questions about the book we read so I know they understand it. As I read the book I will also ask questions too.</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>children will learn about “where we live and “where animals live”</p> <p>I will offer the opportunity to talk about what they enjoy and learn about this activity. Also, if they would like they could draw a picture of what they see when their family is on their way home.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>I will go over the vocabulary words while saying vocabulary words with him, I will also watch videos so they will have a recap of what we did yesterday.</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>Children will learn about the differences where they all live. They will also have an idea of where they live</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 children who are bilingual, I will provide pictures and will translate the vocabulary words to the child's language. For children with disabilities, I will read stories to them, so they could become familiar with the topic. For children who are advanced, I will let them draw a picture before they do the activity.</p>

<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></p>	
<p>Cognitive/thinking</p>	<p>Children will learn about different backgrounds</p>
<p>Physical</p>	<p>This topic will help students to move around the classroom and use their hands to write, draw, etc. Therefore, they will be using their gross motor skills to move around the classroom. Their fine motor skills are to draw and write.</p>
<p>Social/emotional</p>	<p>The students will be able to appreciate each other's differences.</p>
<p>Language/literacy</p>	<p>Children will be exposed to some new words in these topics.</p> <p>----- List 10-15 target vocabulary words:</p> <p>floor, plans, garage, glass, home, homeless, house, metal, moving, near, the neighborhood, nest new, pet, roads, roof shelter, street, lives,</p>
<p>Content Area(s)</p>	<p>science</p>

STANDARDS/GOALS	
<p><i>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?</i></p>	
Domain 1: Approaches to Learning	Children will observe what do you learn in the classroom
Domain 2: Physical Development and Health	The children will be engaged in gross and fine motor skills. They will move back and forth in the classroom. They used their fine motor skills to draw, paint, and write.
Domain 3: Social and Emotional Development	Children will be able to listen does the teacher and follow instruction
Domain 4: Communication, Language, and Literacy	Children will be able to have an open-ended question
Domain 5: Cognition and Knowledge of the World	They will be engaging in an open-ended question, on what they know, and what they learn.

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 Will keep track of who is learning and comprehending the material and who is not. Observe who participates in open-ended questions by responding to them and providing comments.</p> <p>Every child's day-to-day anecdote Additionally, place their work on display throughout the classroom.</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>Their work will be on display in the entire room. There will be a huge group discussion with open-ended questions.</p> <p>This topic Children can benefit from learning about their community and what is around them. Children will learn about a variety of different cultural backgrounds and beliefs.</p>
--	--

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

Activity Plan Social Studies

A Walking Trip Around the Community

Designed by: Jasmattie Bhagwandeem

Curriculum Topic: Community helpers

OVERVIEW/FRAMING				
<p>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></p>	<p>A Walking Trip Around the Community This is appropriate for this group Because Children can benefit from learning about their community and what is around them. Encourage children to ask more questions. Children learn about a variety of intriguing jobs while meeting the people who maintain our towns safe, clean, and orderly.</p>			
<p>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></p>	<p>The goal of this lesson is for children to explore their environment and what is around them.</p>			
<p>CONTENT FOCUS:</p>	Visual Arts	Music	Movement/Dance	Drama

<i>Identify which content area(s) will be addressed in this activity</i>	Emergent Literacy Mathematics Science Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Children will be discussing their walking trips around the community, children will be able to explore what is around them.

KNOWING THE LEARNERS	
AGE RANGE:	four to five years old
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	The children in this age group are curious to learn more about their environment . They are learning the differences between their peers. They are learning how to problem solve. Furthermore, their attention spans are increasing.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	The children may have some misunderstandings when it comes to the new vocabulary words. I will address this matter by letting the children see and hear the words. I will go over it together with them. For example, although the children in the classroom half of them are Latinos, they all have a different background, and different countries their family originated from.
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?^{3*}</i>	The speaks in different dialects, and languages. Three of students speaks only English, two of students speak only Spanish, two of them are Ecuadorian and Honduran. While two is learning to speak both English, and Spanish at the same time.

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 books, pencil, pen	I will have a meeting with the children and let them know we will have a walking trip around the community, also I will give children permission slips to their parents if they want their children to go on the trip or not. Those not going on the trip will still have an opportunity to see the videos around the community.	I'll have to speak with the director first to inform them of the month's program and how the classroom will be set up. Second, I'll speak with my co-teacher about what we need to do in order to prepare for this activity. Third, I'll prepare my kids for what we'll do.

^{3*} Note: You are designing this activity for the three children observed for your Student Profiles assignment.

THE LEARNING EXPERIENCE	
<p>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>	<p>Firstly, for the Social studies section, I will start introducing the topic of waking trip around the community, I will ask children what is a community? Then I would listen to each child then explain what it's, then I would show the children an example of what a community is. Then i will have a worksheet where we fill in the blanks on the worksheet to the policeman, together for example. A police officer assists us in staying <u>safe</u> A firefighter uses <u>hard hat</u> to extinguish a fire</p>
<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>	<p>I will first say let's watch a video about our Walking Trip Around the Community. then I would ask children. What is something you learn from the Walking Trip Around the Community? Then I would listen to each student, then after listening to each student then I would say something I learned from the Walking Trip Around the Community After that then I would say we should keep our environment clean and place it around us. After that, I will explain to the children the activity we will be doing. Then Children will learn about their community and how to keep it clean, children will make a map of their community and mark the places that have community helpers. after that, they will share the place they have community helpers.</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>For the week we will cover vocabulary words with a map they draw. And children will be encouraged to observe their peers,</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>The next day children will pick up on some vocabulary words, and then they can Color worksheet pictures of the community.</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>Children will learn about who is who in this worksheet. They will also what is a community and how we could keep our community clean and be respectful to everyone.</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>children learn differently from each other some learn by seeing and others learn by hearing some learn by both ways of seeing and learning.</p>

<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></p>	
<p>Cognitive/thinking</p>	<p>This topic will help students to think more about their community , and how they all live in different are..</p>
<p>Physical</p>	<p>This topic will help students to move around the classroom and use their hands to write, draw, etc. Therefore, they will be using their gross motor skills to move around the classroom. Their fine motor skills are to draw and write.</p>
<p>Social/emotional</p>	<p>The students will be able to appreciate each other's differences. Children will Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation, Appropriately names types of emotions</p>
<p>Language/literacy</p>	<p>Children will be exposed to some new words in these topics. Participates in small or large group activities for story-telling, singing ----- List 10-15 target vocabulary words: policeman, fireman, hose, hard hat, safe books, teeth, medicine letters learn, community, helpers, clean, store, lunchroom,</p>
<p>Content Area(s)</p>	<p>Social studies</p>

STANDARDS/GOALS	
<p><i>What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond.</i></p> <p><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	Children will observe what do you learn in the classroom or on the trip.
Domain 2: Physical Development and Health	The children will be engaged in gross and fine motor skills. They will move back and forth in the classroom. They used their fine motor skills to draw, paint, and write.
Domain 3: Social and Emotional Development	Children will be able to listen does the teacher and follow instruction
Domain 4: Communication, Language, and Literacy	Children will be able to have an open-ended question
Domain 5: Cognition and Knowledge of the World	They will be engaging in an open-ended question, on what they know, and what they learn.

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 Will keep track of who is learning and comprehending the material and who is not. Observe who participates in open-ended questions by responding to them and providing comments.</p> <p>Every child's day-to-day anecdote Additionally, place their work on display throughout the classroom.</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>Their work will be on display in the entire room. They will be a huge group discussion with open-ended questions.</p> <p>this topic Children can benefit from learning about their community and what is around them.</p> <p>Children will learn about a variety of intriguing jobs while meeting the people who maintain our towns safe, clean, and orderly.</p>
--	--

https://earlychildhoodny.org/pdfs/NYS_Prek_Learning_Standards-2019.pdf

Commentary Paper

Learning Experience

The lesson that has being taught are the children learn about numbers matching from 1-10 in the classroom. children learn differently from each other some learn by seeing and others learn by hearing some learn by both ways of seeing and learning. others learn by visual, auditory, verbal, interactive, direct experience. Also, the children have learnt about “Where we live” This topic will help students to move around the classroom and use their hands to write, draw, they will learn about where they live. Furthermore, the main topic for my focus curriculum is Community helpers. This topic will help children learn about their community and who is some of their

community helpers. This topic will help the students to learn more about themselves, and their peers. It will help them to feel that they are important in society, and in the classroom. This topic is connected to social studies by the children learning about their Walking trips around the community. Children will explore more see their and who are some of their community helpers. The students have learned what they have in common with each other, also their differences. The main three topics are based on children development. Every individual child has their own approach to different situations. Lessons taught from every topic has a different perspective.

Implementation of Activities:

I will first start with Math, Social Studies and science. This would be the order in which I perform each activity. Math promotes the importance of early brain and language development in kids. Children will learn about number matching they will match the number with how many policemen man are their in the chart. Second I will introduce to social studies in children explore and ask questions during the waking trip around the community about who is their community helper. societal values affecting human relationships and interactions in everyday life. Thirdly, I will introduce the science activity where the children learn about Where they are living? Knowing around their area. The first activity (math) with children to understand numbers and how to count them. and things they have in common although they same age, and attend the same school.

Reflection

The activities that I have propose will the children learn more about their environment, numbers

matching, and their surroundings with their peers. The children are interested in plants, animals, trees, and community helpers. The science activity will allow children to learn the differences between a policeman and a fireman. It will allow the students to think who they wanted to become when they grow older. All three activities focus on early childhood development. Children organize and analyze skills in each. Different ways and means of handling situations makes these topics unique. Furthermore, all these activities allowed the children to feel more comfortable in the classroom. It will allow them to be socially interactive with each other.