

Math Activity Plan

Designed by: Jennifer Luna

Curriculum Topic: Shapes

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>	In this lesson, students will use various shapes to learn how to count by identifying the numbers of sides each shape has. Students will place shapes numerical order using the sides of each shape.			
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 can we use shapes to count? How can we place shapes in numerical order?			
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				

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	“Children are naturally interested in shapes, colors, and textures. Most children can name six to eight colors and a few typical shapes, such as circles, squares and triangles, by age 4” (Bredekamp & Copple, 78)
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Once we get into more complex shapes like pentagons & hexagons, some children may have difficulty distinguishing them. To address this, I will teach the students to rely on counting the

	sides of the shapes to help them identify them. We could also perhaps listen to a song like the "Shape Song by Kids TV- Nursery Rhymes and Baby Songs" https://www.youtube.com/watch?v=QBD7CB-rroo
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>	This group is composed of students with different backgrounds. Ensure I can implement their cultural background into the curriculum, I will teach the shapes in the different languages of the student's cultural tongue. By doing so, it will ensure we have inclusion in the classroom and our curriculum will be able to cater to every individual child's needs.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity? List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> • Print outs and block versions of the shapes to teach the students. Having the block versions will allow the students the opportunity to be hands on and actually feel the shapes and take notice of its contours and how it differs from other shapes. • I will used songs during music and movement. This will get the students moving and help them learn while having fun <p>"Shape Song by Kids TV- Nursery Rhymes and Baby Songs" https://www.youtube.com/watch?v=QBD7CB-rroo & "Shapes Song" by The Kiboomers https://www.youtube.com/watch?v=AnoNb2OMQ6s&t=210s</p>	<ul style="list-style-type: none"> • During circle time, I will ensure. I have shapes nearby. This way I can have a live showing of the shapes. • Have music about shapes during music and movement time, so students are able to move around while learning 	<p>Ensure I have books about shapes available in the library as well as in the manipulatives and block centers:</p> <ul style="list-style-type: none"> • The Shape of Me and other Stuff by Dr. Seuss • Shapes are Everywhere by Charles Ghigna • Big box of Shapes by Wiley Blevins

* 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>To explain the new vocabulary words and the activity instructions, I will have all the students sit on the rug as we do for circle time. I will introduce the topic of shapes by passing around shapes around the rug to the students so they can physically see and feel the shapes up close. I will demonstrate to the students how they will look at a shape, identify it and use their fingers to count each side. After counting each side, they will recall the total number of sides and then place the shapes they have in numerical order.</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>During this activity students will:</p> <ul style="list-style-type: none"> • Gather around the rug for circle time. During this time, I will start by asking if they know what shapes are, I will ask them to name some. • Next, I will start introducing shapes and their names. I will start showing the students how we count the sides of shapes. • I will pass around shapes so they students can take turns touching, observing and hold them up close. • After circle time, the students will go to their small groups. Each group will have shapes placed on the tables. The students will first identify the shapes on their desk with each other. After identifying the shapes and counting the sides, the groups will help each other place the shapes in numerical order based on the number of sides. While this is taking place, I will walk around to each table to ask questions and observe the work the students are taking part in. • At the end of the activity, we will all come back together on the rug to have a post activity reflection. The students will have the opportunity to ask any questions they have.

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	As the activity wraps up, I will allow the students to ask each other and myself questions about anything that they may still have trouble understanding. I will also take this time to figure out if the students enjoyed the activity or how they think I could change it to better their learning experience.
Possible Extensions <i>What could you do on another day to build on this activity?</i>	To promote a hands-on approach, I will have the entire class come together to make shapes out of blocks or Lego pieces. After having small groups in charge of creating a live replica of different shapes, we will all come together to count the sides of each shape and place them in numerical order.

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 students the opportunity to explore language by learning new vocabulary and being engaged in the read aloud books about shapes.</p> <p>This activity provides students the opportunity to explore music by being able to listen to various songs about shapes during music and movement time.</p> <p>This activity provides students with the opportunity to visual hands on time when they are able to physically count each side using their fingers.</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>For students that may have special needs, I could try to find shapes that have different textures so they can better identify the shapes.</p> <p>For students that are very physically active, we can perhaps take the learning outside and I can have the students identify the different shapes we have outside. Once they come back to the classroom, I can have them draw or build what they observe and as a class we can all identify the number of sides together.</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	Students will extend their vocabulary of shapes by learning their names. Students will learn how to identify different shapes by using the number of their sides.
Physical	Students will be able to move like shapes during music & movement to further learn about the shapes we see in everyday life.
Social/emotional	Students will be able to work in groups to help each other identify shapes the shapes they already know. Students will be able to work together while learning how to use the number of sides a shape has to place them in numerical order.
Language/literacy	Students will listen to books to learn how shapes are all around us.

	<p>List 10-15 target vocabulary words:</p> <p>Circle, square, triangle, rectangle, diamond, pentagon, hexagon, octagon, sides, counting, numbers</p>
Content Area(s)	

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p><i>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>	
<p>Domain 1:</p> <p>Approaches to Learning</p>	<ol style="list-style-type: none"> 1. Actively and confidently engages in play as a means of exploration and learning. <ol style="list-style-type: none"> a. Interacts with a variety of materials through play 2. Actively engages in problem solving <ol style="list-style-type: none"> d. Engages with peers and adults to solve problems. 4. Exhibits curiosity, interest and willingness in learning new things and having new experiences <ol style="list-style-type: none"> g. Willing engages in new experiences and activities
<p>Domain 2:</p> <p>Physical Development and Health</p>	<ol style="list-style-type: none"> 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. <ol style="list-style-type: none"> d. Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini block, uses geo boards, etc.)

Domain 3: Social and Emotional Development	<ul style="list-style-type: none"> 3. Demonstrated and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults). <ul style="list-style-type: none"> a. Interacts with significant adults 4. Develops positive relationships with their peers <ul style="list-style-type: none"> b. Interacts with other children (e.g., in play, conversations, etc) d. Sustains interactions by cooperating, helping, and suggesting new ideas for play
Domain 4: Communication, Language, and Literacy	<ul style="list-style-type: none"> 1. Demonstrate that they are motivated to communicate. <ul style="list-style-type: none"> b. Asks questions f. Maintains eye contact when trying to interact with a peer or adult 2. Demonstrates he/ she is building background knowledge <ul style="list-style-type: none"> c. Uses new vocabulary correctly 3. Demonstrates that he/she understand what they observe <ul style="list-style-type: none"> e. Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic

Domain 5: Cognition and Knowledge of the World	<p>Identify and describe shapes (squares, circles, triangles, rectangles).</p> <ol style="list-style-type: none"> 1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. 2. Correctly name shapes regardless of size <p>Count to tell the Number of Objects</p> <ol style="list-style-type: none"> 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality <p>Compare Numbers</p> <ol style="list-style-type: none"> 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).

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 whether or not students are understanding the big ideas, I will make this a reflective assessment. During the activity, I will walk around and speak to the students. I will ask them questions to see if they are understanding why the shapes are being placed in the numerical order. I will observe to see how they are using our introduction to shapes and the music & movement activity to help them further understand their previous knowledge.</p> <p>As an educator, I want my students to know that learning is about gathering all the information you are taught and putting it to use. By creating a live replica, we can leave it up in the block area so that my students can revisit the topic when they want too.</p>

Science Activity Plan

Designed by: Jennifer Luna
Curriculum Topic: Shapes

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>		In this lesson, students will learn about the various animals and use different shapes to construct an animal and their habitats. This lesson is developmentally appropriate because students in this age group are interested in shapes and working with their hands to build things. A way that I would be able to incorporate the other cultures in the classroom is by teaching the students how to say the animals name and shapes in different languages.		
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 animals? What is a habitat? What shapes can we use to create animals and their habitats?		
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>		Visual Arts	Music	Movement/Dance
		Emergent Literacy	Mathematics	Science
LANGUAGE AND CONTENT OBJECTIVES		Drama		
		Social Studies		

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT:	“Children are naturally interested in shapes, colors, and textures. Most children can name six to eight colors and a few typical shapes, such as circles, squares and triangles, by age 4” (Bredekamp & Copple, 78)

What do you know about the current growth of learners in this age range for the content focus?	
What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?	Students may have difficulty understanding how we can create different animals from shapes, I will show them a Youtube video called "Animals Made out of Geometric Shapes-Paper Animation" https://www.youtube.com/watch?v=A9EemNxrVro
SOCIO-CULTURAL CONTEXT: What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*	This group is composed of students with different backgrounds. Ensure I can implement their cultural background into the curriculum, I will teach the shapes and animals in the different languages of the student's cultural tongue. By doing so, it will ensure we have inclusion in the classroom and our curriculum will be able to cater to every individual child's needs.

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

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

<ul style="list-style-type: none"> • Print outs of the shapes and animal figurines in the block area Having the printouts of the shapes will motivate the students to use them to make habitats for the animal figurines. • I will show students a video about animals and how we can use shapes to create the animals. "Animals Made out of Geometric Shapes-Paper Animation" https://www.youtube.com/watch?v=A9EemNxrVro • I will show students a song called "Animal Habitats" by Jack Hartmann https://www.youtube.com/watch?v=DTp_YFZcvoU 	<ul style="list-style-type: none"> • During circle time, I will ensure I have shapes and pictures of animals nearby. This way I can review them at the beginning of the day. • Having music about shapes and animals will help the students learn about them not just through an academic standpoint but it will be a great way to have the kids be active. 	<p>Ensure I have books about animals their habitats and their shapes available in the library as well as in the manipulatives and block centers:</p> <ul style="list-style-type: none"> • Sea Shapes by Suse MacDonald • Dino Shapes by Suse MacDonald • Animal Shapes" by Holly Brook- Piper
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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>To explain the new vocabulary words and the activity instructions, I will have all the students sit on the rug as we do for circle time. I will start off by asking the students question like do they know where animals live, and what shapes make up the different animals and their habitats. Next, I will start showing the students some examples of the different habitats we have around the world.</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>During this activity students will:</p> <ul style="list-style-type: none"> • Gather around the rug for circle time. During this time, I will start by asking if they know what animals and their habitats are • To introduce the animals with their corresponding habits, After I would have the students listen to a song about animals and the places they live in. They can dance around and have fun so that they could get really into it. Habitats song by Hopscotch(https://www.youtube.com/watch?v=byvf7jwdvOI) • Next, we will review shapes and how I will demonstrate how to use shapes to create an animal. • Students will decide which type of habitat (jungle, sea, forest, underground, air) they want to be apart of. • After circle time, the students will go to their small groups depending on the habitat type they chose. Each group will have materials such as construction paper of different colors, markers, clay, blocks etc. Each student will choose an animal that lives in their habitat, they will build their animal using different shapes. While this is taking place, I will walk around to each table to ask questions and observe the work the students are taking part in. • At the end of the Independent work portion, the small group will come together to create their chosen habitat using various shapes. • Once completely, students will be able to walk around the room in a “Habitat Gallery Walk” to explore all the habitats their peers created.

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	<p>As the activity wraps up, I will allow the students to ask each other and myself questions about anything that they may still have trouble understanding. I will also take this time to figure out if the students enjoyed the activity or how they think I could change it to better their learning experience.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>To extend this lesson, we can leave the habitat models up and have students that weren't initially in those original habitat groups create other animals that live in that habitat by using shapes.</p> <p>In the dramatic play area, I can motivate the students by having them create their own animal shaped mask that they can use to pretend they are in their corresponding habitat.</p> <p>A great way to extend this activity into another day would be to have the students create maps using shapes to show where we would find the animals they initially created. We could also have the students create other aspects of the environment like the kinds of food they eat.</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 students the opportunity to explore language by learning new vocabulary and being engaged in the read aloud books about animals, their habitats and the shapes that make them up.</p> <p>This activity provides students the opportunity to explore music by being able to listen to various songs about animals and their habitats during music & movement.</p> <p>This activity provides students with the opportunity to visual hands on time when they are able to make their own animals and habitats by using different shapes and materials.</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>Being that my class consists of 8 boys that are very physically active, we can schedule a trip to the zoo or an aquarium, so we are able to see the animals up close. After the trip, we will have the students come back to the classroom and make drawings of the animals they saw and the habitats they live in.</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	Students will extend their vocabulary of shapes by learning their names. Students will learn how to identify create animals and their habitats by using the shapes they previously learned.
Physical	Students will be able to improve their hand- eye coordination by grasping objects to create animals and their habitats out of different materials.
Social/emotional	Students will be able to work in groups to help each other create their chosen habitat for the animals they created.
Language/literacy	Students will listen to books to learn about ways we can use geometric shapes to create animals and their habitats.

	List 10-15 target vocabulary words: Habitats, animals, forest, jungle, sea, circle, square, triangle, rectangle, diamond, pentagon, hexagon, octagon
Content Area(s)	

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	5. Actively and confidently engages in play as a means of exploration and learning. b. Interacts with a variety of materials through play 6. Actively engages in problem solving d. Engages with peers and adults to solve problems. 6. Exhibits curiosity, interest and willingness in learning new things and having new experiences g. Willing engages in new experiences and activities

Domain 2: Physical Development and Health	<p>7. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <ul style="list-style-type: none"> c. Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively d. Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini block, uses geo boards, etc.)
Domain 3: Social and Emotional Development	<p>7. Demonstrated and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</p> <ul style="list-style-type: none"> c. Interacts with significant adults d. Seeks guidance from primary caregivers, teachers and other familiar adults <p>8. Develops positive relationships with their peers</p> <ul style="list-style-type: none"> e. Interacts with other children (e.g., in play, conversations, etc) d. Sustains interactions by cooperating, helping, and suggesting new ideas for play <p>8. Understands and follows routines and rules</p> <ul style="list-style-type: none"> c. Engages easily in routine activities (e.g., story time, snack time, circle time) <p>9. Adapts to change</p>

	<p>d. Adjusts behavior as appropriate for different settings and/or events</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>4. Demonstrate that they are motivated to communicate.</p> <ul style="list-style-type: none"> b. Asks questions f. Maintains eye contact when trying to interact with a peer or adult g. Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking) <p>5. Demonstrates he/ she is building background knowledge</p> <ul style="list-style-type: none"> c. Uses new vocabulary correctly <p>6. Demonstrates that he/she understand what they observe</p> <ul style="list-style-type: none"> e. Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic <p>5. Demonstrates a growing receptive vocabulary.</p> <ul style="list-style-type: none"> d. Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him. <p>10. Actively engage in group reading activities with purpose and understanding.</p>

Domain 5: Cognition and Knowledge of the World	<p>Identify and describe shapes (squares, circles, triangles, rectangles).</p> <ul style="list-style-type: none"> 4. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. 5. Correctly name shapes regardless of size <p>Science</p> <ul style="list-style-type: none"> 5. Observes and describes characteristics of living things. 6. Acquires knowledge about the physical properties of the world.

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 whether or not students are understanding the big ideas, I will make this a reflective assessment. During the activity, I will walk around and speak to the students. I will ask them questions to see if they are understanding which shapes, we can use to create animals and their habitats. I will observe to see how they are using our introduction to animals, their habitats through the song from Youtube. While the students are creating their animals and habitats, I will observe how the students are using their fine motor skills and see if they need with more help when it comes to grasping objects and using their hand- eye coordination.</p> <p>As an educator, I want my students to know that learning is about gathering all the information you are taught and putting it to use. By using our activity as an independent and then group work activity, I am allowing the students to lean on their peers if they need help by helping them forge social emotional connections through friendship all while learning something new.</p>

Social Studies Activity Plan

Designed by: Jennifer Luna

Curriculum Topic: Shapes

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>	<p>In this lesson, students will learn about the different traffic signs they see every day based on their different shapes.</p> <p>This lesson is developmentally appropriate because students in this age group are interested in shapes and learning about the world around them.</p> <p>A way that I would be able to incorporate the other cultures in the classroom is by teaching the students how to say the shapes in different languages.</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>What are traffic signs?</p> <p>What does each traffic sign mean?</p> <p>How can we use shapes to help us remember the different traffic signs?</p>			
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				

KNOWING THE LEARNERS	
AGE RANGE:	

CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	“Children are naturally interested in shapes, colors, and textures. Most children can name six to eight colors and a few typical shapes, such as circles, squares and triangles, by age 4” (Bredenkamp & Copple, 78)
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Students may have difficulty remembering the different traffic signs and their shapes to clarify, I will use songs such as “All about Traffic Signs”, “Traffic Signs and Rules for Kids” available on Youtube https://www.youtube.com/watch?v=D8q-sTsOu3M https://www.youtube.com/watch?v=PpEwVxNj2xo
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>	This group is composed of students with different backgrounds. Ensure I can implement their cultural background into the curriculum, I will teach the shapes and traffic signs in the different languages of the student’s cultural tongue. By doing so, it will ensure we have inclusion in the classroom and our curriculum will be able to cater to every individual child’s needs.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <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>	LEARNING ENVIRONMENT <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>	EVENTS/RESOURCES <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"> • Print outs of the traffic signs in the block area and in. the dramatic play area. Having the printouts of the traffic signs will motivate the students to incorporate them in the structures they put together. • I will teach the students a song about the different traffic symbols so they can learn through music during the music & movement portion of the day <p>“Traffic Signs” by Andrew C. Germain https://www.songsforteaching.com/safetysongs/trafficsigns.php</p>	<ul style="list-style-type: none"> • During circle time, I will ensure I have shapes and their correlating traffic signs nearby. This way I can review them at the beginning of the day. • Having music about shapes/ traffic signs during music and movement time, so students are able to move around while learning. 	<p>Ensure I have books about shapes and their traffic signs available in the library as well as in the manipulatives and block centers:</p> <ul style="list-style-type: none"> • Red Light, Green Light by Anastasia Suen • Mr. Pine’s Mixed-up Signs by Leonard P. Kessler
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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>To explain the new vocabulary words and the activity instructions, I will have all the students sit on the rug as we do for circle time. I will introduce the topic of traffic signs by asking the students to recall any signs they remember from their walk to school that day. Next, I will start showing the students some of the common traffic signs like the stop sign and having them recall the shape of the sign.</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>During this activity students will:</p> <ul style="list-style-type: none"> • After circle time, the students will go to their small groups. Each group will have materials such as construction paper of different colors, markers, etc. • Then, I will split up the students into small groups of 3. Since there is a pretty even number of boys and girls, I will try to have some groups with 2 girls or 2 boys in them. • The students will come together in their small groups to create two traffic signs by constructing their shape and filling in their colors. Students will be asked to not write the action of the sign on the symbol they create. While this is taking place, I will walk around to each table to ask questions and observe the work the students are taking part in. • At the end of the activity, students will take turns to move around to the different tables and identify the traffic shapes and signs their classmates made. • With all the traffic shapes and symbols made, we will make a traffic shapes wall so the students can have something to recall what they learned that day. • To help the students comprehend the traffic signs further, I will create some scenarios in the dramatic play area. In the scenario i will come up with a case in which i would need to use a specific traffic sign and have the class figure out which one we need in the scenario.

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	As the activity wraps up, I will allow the students to ask each other and myself questions about anything that they may still have trouble understanding. I will also take this time to figure out if the students enjoyed the activity or how they think I could change it to better their learning experience.
Possible Extensions <i>What could you do on another day to build on this activity?</i>	To promote pretend play, I will have the student to develop their own scenarios about traffic signs and how we use their shapes in the dramatic play area. Some students can be the traffic police and other students can pretend to run pass through a circular red light or an octagon red stop sign and have the students sitting down correct point out what the students “driving” should have done when they saw the traffic sign.

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 students the opportunity to explore language by learning new vocabulary and being engaged in the read aloud books about traffic signs and their shapes.</p> <p>This activity provides students the opportunity to explore music by being able to listen to various songs about traffic signs and their shapes during music and movement time.</p> <p>This activity provides students with the opportunity to visual hands on time when they are able to make their own traffic shapes for their classmates to recall what they are.</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>For students that may have special needs, I could try to find traffic sign shapes that have different textures so they can better identify the shapes.</p> <p>For students that are very physically active, we can perhaps take the learning outside and I can have the students identify the traffic signs we have outside. Once they come back to the classroom, I can have them draw or build what they observe and as a class we can all identify shape each traffic signs is.</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	Students will extend their vocabulary of shapes by learning their names. Students will learn how to identify different traffic signs by observing their various shapes.
Physical	Students will be able to expand their fine motor skills by using their hand-eye coordination to make the traffic signs.
Social/emotional	Students will be able to work in groups to help each other identify shapes and using the shapes to help them distinguish traffic signs.
Language/literacy	Students will learn the names of the traffic signs around us so they are able to identify them when they see them.

	<p>List 10-15 target vocabulary words:</p> <p>Stop, yield, beware, do not enter, parking, wrong way, one way, Circle, square, triangle, rectangle, diamond, pentagon, hexagon, octagon, arrow</p>
Content Area(s)	

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p><i>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>	
<p>Domain 1:</p> <p>Approaches to Learning</p>	<p>9. Actively and confidently engages in play as a means of exploration and learning.</p> <p>e. Interacts with a variety of materials through play</p> <p>10. Actively engages in problem solving</p> <p>d. Engages with peers and adults to solve problems.</p> <p>10. Exhibits curiosity, interest and willingness in learning new things and having new experiences</p> <p>g. Willing engages in new experiences and activities</p>

Domain 2: Physical Development and Health	<p>11. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <ul style="list-style-type: none"> c. Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively d. Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini block, uses geo boards, etc.)
Domain 3: Social and Emotional Development	<p>11. Demonstrated and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</p> <ul style="list-style-type: none"> f. Interacts with significant adults g. Seeks guidance from primary caregivers, teachers and other familiar adults <p>12. Develops positive relationships with their peers</p> <ul style="list-style-type: none"> h. Interacts with other children (e.g., in play, conversations, etc) d. Sustains interactions by cooperating, helping, and suggesting new ideas for play <p>12. Understands and follows routines and rules</p> <ul style="list-style-type: none"> f. Engages easily in routine activities (e.g., story time, snack time, circle time)

Domain 4: Communication, Language, and Literacy	<p>7. Demonstrate that they are motivated to communicate.</p> <p>b. Asks questions</p> <p>f. Maintains eye contact when trying to interact with a peer or adult</p> <p>g. Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking)</p> <p>8. Demonstrates he/ she is building background knowledge</p> <p>c. Uses new vocabulary correctly</p> <p>9. Demonstrates that he/she understand what they observe</p> <p>e. Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic</p>
Domain 5: Cognition and Knowledge of the World	<p>Identify and describe shapes (squares, circles, triangles, rectangles).</p> <p>6. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p> <p>7. Correctly name shapes regardless of size</p> <p>Physical Properties</p> <p>6. Acquires knowledge about the physical properties of the world</p>

	<p>a. Describes, compares and categorizes objects based on their properties</p> <p>Geography</p> <p>8. Demonstrates knowledge of the relationship between people, places, and regions.</p> <p>f. Is aware of his/her surroundings</p> <p>Civics, Citizenship and Government</p> <p>5. Demonstrates an understanding of roles, rights and responsibilities</p> <p>g. Identifies rules that protect him/herself and others</p>
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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.

To determine whether or not students are understanding the big ideas, I will make this a reflective assessment. During the activity, I will walk around and speak to the students. I will ask them questions to see if they are understanding which shapes are for each traffic sign and what the traffic signs mean. I will observe to see how they are using our introduction to traffic signs and their shapes along with music & movement activity and the read aloud to help them further understand their previous knowledge.

As an educator, I want my students to know that learning is about gathering all the information you are taught and putting it to use. By creating a traffic sign wall, we can leave it up in the room so that my students can revisit the topic when they want too.

Works Cited

Copple, C., & Bredekamp, S. (2008). *Basics of Developmentally Appropriate Practice:*

An Introduction for Teachers of Children 3 to 6. Washington, DC: National Assoc. for the Education of Young Children.

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Learning Experience Unit Commentary

Describe topic of your Learning Experience Unit

The age range of the students that make up the class are 4-year-olds. The students that makeup the class are all from diverse backgrounds, so I had to ensure I picked a topic they need to know but also a topic that I can teach in different languages. I decided to revolve my curriculum around the topic of shapes. I think that shapes are a fundamental topic to learn especially as young kids as it is a topic that later grades are able to build upon. Students can start out learning about the basic shapes and by the time they enter middle school and high school they are able to use their prior knowledge of shapes and apply it to geometry and so on. Shapes are also essential because they are literally all around us. By learning shapes, young students will be able to see their surroundings and be able to distinguish what shapes make up the building they live in, their school and the shapes they see in the streets they walk on every day.

Implementation of Activities

When thinking about the different lessons I wanted to do, I tried to figure out a way that they could bounce off each other. I would start of the week with the math activity first. I think that the math activity is a good starting point, as it can be an introduction to the topic of shapes. In this activity, I would begin with a circle time meeting with the entire class. I would start off by asking the students, if they know some shapes already. This is a god way to build off into the topic introduction as it would allow me to see where each child is. I will start showing the class some pictures of shapes as a way for the students to get familiar with the way each shape looks. After this, I will demonstrate to the class how we can use the sides of the shapes to count and for this portion of the lesson I will pass around live version of the shapes as a way to help the students physically count each of the shapes. After the demonstration, the students will go into their small groups and they will identify the shapes on their desk and place them in numerical order based on the number of sides.

The math activity is the perfect transition for the science activity. In the science activity, the students will be choosing a habitat they want to be in charge of. The students will go to their habitat groups, they will first work independently to create an animal that lives in their habitat. They will use various materials to make the animals out of the shapes they previously learned. After the independent work, the small groups will create the habitats for their animals using different shapes. Once all the groups are done, the entire class will participate in a gallery walk to view the work they all did together.

The last activity I would do is the social studies. I think the social studies activity is best for last as not only would the students be using their knowledge of shapes to learn a new skill. The students will use their knowledge of shapes to distinguish the different

traffic signs that they come in contact with every day. I think teaching young students about the different traffic signs is important because it will help students learn about rules of society. I think the social studies activity would be a perfect way to close out the topic of shapes because the students will learn how they can use what they know about shapes to keep them safe. They will become aware of how what they learn in the classroom plays a role in the life they live in the real world.

Relationship of the Activities

Although the three activities are all different, they all share the use of shapes to wither count, to construct animals and their habitats or to learn about the different traffic signs and their meanings. For the activities, I tried to find ways to ensure that the students would have the opportunity to work in small groups. Students in this age group, enjoy working with their peers, I made it my priority to come with activity ideas that would work well as small group projects. Preschool students are also interested in shapes, colors and textures when picking the topic, I wanted to pick something that I knew the students would be naturally interested in learning.

Being that the class is composed of students of various cultural backgrounds, I knew that by teaching them shapes I could easily find ways to incorporate their native languages when teaching the curriculum. For example, when teaching all three activities I can research the different ways to say the names of the shapes, the animals, the habitats and the different traffic signs in languages such as Spanish, French and Italian so the student's native tongues can be placed in the curriculum. I think teaching all students the different ways to say the terms we are learning in different languages, will show the students that their cultural background is an important part of our curriculum but it will also provide the students that don't speak any foreign languages the opportunity to learn something new.

Strategies and Connections

The activities planned can be easily modified to fit the needs of students with special needs. For example, for the students that have a difficult time, understanding the lesson when it's in lecture form, I incorporated visual and physical materials they can use in a hands-on method. For the math activity, instead of just drawing shapes on the board, I decided to pass around live version of the shapes so the students can physically touch and feel the shapes and their sides so they could become familiar with them. At this age, students are interested in textures, so having props for the shapes made of different textures will make it easier for the students with special needs to understand the shapes we are learning. For the students who are more physically active, I came up with ways to include songs about shapes, the animals and the traffic signs into the activities in the music & movement area so the students can dance around and let loose. Also, I came up with some ways to take the lesson outside to help the students explore in real time. For example, for the science activity, we could take the students to the zoo where they can see the animals up close. For the social studies activity, we could also take the students out on a walk to the park and have they spot out the traffic signs they see on the walk there and back to the school.

This learning experience unit fits into my focused curriculum because all the activities created revolve around the topic of shapes. When creating curriculum, I think it's important to revolve it around something that easily can be taken and built upon. I think a topic like shapes is easy to and modify in a way to use it to teach many different activities. The activities that I created for my focused curriculum can be built on and used to create different activities. To extend the lesson of shapes in math, I could teach the students about

patterns using shapes and have small groups create patterns with missing parts and then the class will walk around the classroom to fill in the missing sections.

Assessment

For the activities that I have planned, I have decided to do reflection type of assessment with the students. Being that the students will have the opportunity to work in small groups, they will be able to help each other if they need help. While each activity is taking place, I will also walk around the room and stop to ask questions to the students in the small groups. By asking the students questions, I will be able to identify which areas the students are having troubling understanding and help each student individually or the small groups as they may need. After the activities come to an end, I will also ask students if they enjoyed the activities or what they think could be changed to make the activity better. I think reflection assessments are helpful especially when students are this young as it helps us understand what kind of things works best for them and what type of things, they are interested in.