

Seasonal Transformation

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**Focused Curriculum Plan
ECE 312**

Curriculum Topic ____Seasonal Transformation_____

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

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

This topic is active, constructive learner participation and involvement because the childrens will be able to tell the class and each other about what changes they have seen within themselves throughout the seasons.

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

This topic will foster social interaction in fact is one of the key points in this curriculum because each child will be able to have time to show what transformation to them looks like in class and at home and how they feel about those changes.

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

This topic will be meaningful to my learners because students throughout the year will look at how seasons change over time. This lesson enables students to observe items and patterns in their environment in a more nuanced manner. This topic allows students to put what they've learned in prior units into practice while also assisting them in planning for future transformation. This will connect to their real world because they will be able to apply the transformation at home to class and will prepare how they can handle any change coming their way.

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

Yes, this topic allows learners to connect to prior knowledge because this topic allows students to apply what they've studied in previous lessons while also supporting them with future transformation planning.

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

Yes, this topic allows learners to develop problem-solving strategies and be creative because they will first observe the problem when a transition is occurring, how they feel when it happens, why they feel that way and find ways that comfortably help them overcome the fear.

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

Yes, this topic allows learners to engage in self-regulation and be reflective because as much as it is scary to look at how transformation is occurring in your life it is needed for the students to overlook it and feel comfort towards it so when it keeps happening they know what to expect.

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

Yes, this topic allows learners to build on/ change their current understanding because as they see how change isn't bad and how much they have progressed it allows them to keep advancing in a positive way.

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

Yes, this topic allows learners to gain deeper knowledge of general principles and explanations of the world because students will be able to see how change in their life is a thing not only in class but in the outside world as they grow up.

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

Yes they can use this knowledge in a meaningful real world situation because they will be able to learn how to handle transformation and to observe more than react to it.

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

Yes this topic provides opportunities for children to practice and gain mastery because as the students see how their transformations and the other students around transformations are normal and it's something that happens to humans they will much better understand and be comfortable with having change in their life.

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

Yes this topic can be presented in a meaningful way for diverse children with developmental and individual differences because all students are equal nothing can outnumber them and they all deal and will have different transformations but as educators we are there to show them that transformations happen to all even teachers.

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

This topic will definitely be interesting and motivating to the learners because it will push them out of their comfort zone to speak on how they feel about change and to acknowledge change.

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:

Transformation can trigger students. Transformation can guide students to their future. Transformation comes from home, class and anywhere the students will be.

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

A. Children's literature

The Very Hungry Caterpillar by Eric Carle

I Used To Be Afraid by Laura Vaccaro Seeger

Oh The Places You'll Go! by Dr. Seuss

B. Website Information

<http://kindershenanigans.com/5-easy-classroom-transformations>

<https://creatinglifetimelers.com/kindergarten-classroom-transformations/>

C. Materials/Resources

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

What I learned was that transformation happens when the change in classroom set up occurs and we must adjust that to the children's needs.

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

That seasonal change occurs in the classroom first than in the children's day to day routine.

STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. What kind of change happens in nature?

2. What changes around me?

3. How will I continue to change and grow?

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

- Change •Metamorphosis •Modify •Imagination •Remake •Redo •Expectation •Evolve •Elevate
- Rebuild

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.

WHERE IS THE MATH?

1. Choose 2 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Operations and Algebraic Thinking
- b. Geometry
- c. Measurement and Data
- d. Overview
- e. Mathematical Practices
- f. Counting and Cardinality

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

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY

- j. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose 2 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. Scientific Thinking

b. Earth and Space

c. Physical Properties

d. Living Things

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)

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

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

d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

j. COMPUTERS/TECHNOLOGY

WHERE IS THE SOCIAL STUDIES?

1. Choose 2 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Individual Development and Cultural Identity
- b. Civic Ideals and Practices
- c. Geography , Humans, and the Environment
- d. Time, Continuity and Change
- e. Economic Systems

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)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:**Launch/Introduction (How you begin the curriculum topic):**

I will introduce this activity to my students by reading the book and asking them what they are afraid of and motivating them to not be scared of nothing. Then I will bring up the activity hyping them up that they will have fun creating something that has no rules. I can connect this with common aspects of their "culture" by showing them that it is okay to be afraid of things because people in their culture are told to teach them to be tough and not be afraid and overcome it on their own.

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

I will survey them at the end of the activity asking them questions on the activity. What they learn, how can they share this with others and how does this activity make them feel. I will observe them through activities and writing about what I see as they work as a whole.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):**Describe 1 activity:**

1.

Draw caterpillars and then Butterfly Wings: Draw caterpillars, comes in as it being small and being scared of the unknown but then it transforms into a butterfly that flies and has no fear stopping them. Create butterfly wings using tag board, paint, markers and/or other decorations. Encourage children to talk about their unique designs. Children can wear them on their backs and pretend they are butterflies, using string and tape to create shoulder straps. Talk about metamorphosis and how butterflies might feel about their wings. Children can later wear their wings as they dance in the Music and Movement area or as they write a butterfly story in the Writing Area.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):**Describe a literacy extension activity for each book:**

1.

I Used To Be Afraid by Laura Vaccaro Seeger

Metamorphosis: Supply pictures of each phase of butterfly metamorphosis. Invite children to look at the pictures and use their bodies to represent each phase. Use words such as butterfly, caterpillar, chrysalis, egg, life cycle, metamorphosis and pupa frequently throughout the activity.

2.

Seasons by Robin Nelson

Get together and sit on the carpet for reading time.

Once we are done we will all go to the table that will already be set up with the materials of our Social Studies activity.

Students will sit on their assigned seat and wait for instruction.

Each student will get a premade book that is empty, they will have the choice of a white book or colorful book after they will be able to create a title for their book and in the book they will make sentences of what they do throughout their day and will draw a picture of it. For example “I wake up at 7:00am in the morning. First I brush my teeth and face.” than draw a picture of what that looks like to them

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)

1.

<https://www.youtube.com/watch?v=D0Ajq682yrA>

Get together and sit on the carpet for reading time.

Once we are done we will all go to the table that will already be set up with the materials of our math activity.

Students will sit on their assigned seat and wait for instruction.

I will play the counting song in the background.

While the song is playing I will tell them to pick up their small white cardboard and they can decorate it like they want but make sure they include a big tree branch which will already be cut out.

In that tree branch they will already have 5 green circles that will be the caterpillars body the students will just have to include the numbers

Next they will have to put them in order from 1-5 creating the caterpillar

After that in front of the caterpillar they will include apples in which there are already 5 cut out apples. They will put the numbers on the cut out apples and put them in order.

Finally we will go around and be able to tell the whole class how many pieces make the caterpillar and how many apples are there for the caterpillar to eat.

Math Activity Plan

Designed by: Jennifer Ramirez

Curriculum Topic: Seasonal Transformation

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>Children finish the year by investigating how seasons change over time. This unit allows children to observe objects and patterns in their environment . This unit provides an opportunity for children to apply what they’ve learned in previous units and to help them plan for future transformation.</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 changes in seasons? -how can objects change? -What kind of change happens in nature? How can we understand change in time?</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="background-color: yellow;">Visual Arts</td> <td>Music</td> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy Studies</td> <td style="background-color: yellow;">Mathematics</td> <td>Science</td> <td>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>Students will be able to Identify and rehearse the numbers 1-5 through a 1 to 1 correspondence activity.</p>								

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4-5 years</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>Children in this age are still learning and going through the process of understanding change in the seasons throughout the year.</p> <p>They might think that change in the classroom and at home comes with the change in seasons which might confuse them. I plan to address this by creating activities that show them how change in the seasons comes with change in school and at home.</p>
<p>SOCIO-CULTURAL CONTEXT:</p>	<p>Children in this group will observe change in seasons that come with school and adapt to it. For example their learning styles come in</p>

<p><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></p>	<p>different ways. Is what they find what fits them, language spoken, they speak what they are taught.</p>
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<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>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></p>	<p>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></p>	<p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>The Very Hungry Caterpillar by Eric Carle</p> <p>White small cardboard Construction paper Double sided tape Scissors Markers Ziploc bags</p>	<p>Move all the tables to be together in a whole class Have the choice to either take it home to put it on the bulletin board The Carpet area must be set up with bean bags and comfortable so the students can sit when we read The counting song will be on and playing while we are doing the activity.</p>	<p>During the parent teacher conference the parents will be able to see how they are able to count 1-5 and understand those numbers and the meaning of it.</p>

^{1*} 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>I would begin by all of us reading The Very Hungry Caterpillar by Eric Carle together. They will be able to ask questions at the end but throughout I will let them know the importance of how each page the transformation occurs in seasons.</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>Get together and sit on the carpet for reading time. Once we are done we will all go to the table that will already be set up with the materials of our math activity. Students will sit on their assigned seat and wait for instruction. I will play the counting song in the background. While the song is playing I will tell them to pick up their small white cardboard and they can decorate it like they want but make sure they include a big tree branch which will already be cut out. In that tree branch they will already have 5 green circles that will be the caterpillars body the students will just have to include the numbers Next they will have to put them in order from 1-5 creating the caterpillar After that in front of the caterpillar they will include apples in which there are already 5 cut out apples. They will put the numbers on the cut out apples and put them in order. Finally we will go around and be able to tell the whole class how many pieces make the caterpillar and how many apples are there for the caterpillar to eat.</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>I will offer the students to understand their numbers 1-5 and what specifically it means. They will be able to see that as the caterpillar has its apples it can eat and transform into the next season.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>As for the future I will always make sure the children acknowledge their numbers and what they mean throughout the seasons of transformation.</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><i>Auditory and musical because children will listen to each other count 1-5 and also the counting song in the background will have them dancing and counting together.</i></p> <p><i>Auditory and Interpersonal: The children will have to listen to the teacher read and ask questions after and also listen to each other counting 1-5.</i></p> <p><i>Visual: they use their mind to visualise how they want to decorate their White cardboard.</i></p> <p><i>Bodily-kinesthetic: Children will use their arms and body to show the class their work and to put their work together.</i></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>I will modify this activity for children who are bilingual by speaking to them in spanish. Translate what needs to be said.</p> <p>For children with special needs I will be patient with them and be there for them when they need clarification with the activity.</p> <p>For children who are slow learners I will encourage their classmates to help them so they won't feel left out.</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	This activity encourages students to think deep on how they feel on counting and seasonal transformation.
Physical	This activity allows students to use their fine motors as they create their 1 on 1 correspondence activity.
Social/emotional	Social/emotional they connect with their classmates. They are able to feel for each other when they speak about how seasonal transformation makes them feel.
Language/literacy	<p>This will develop student’s understanding of key vocabulary related to seasonal transformation.</p> <hr style="border-top: 1px dashed black;"/> <p>List 10-15 target vocabulary words: •Change •Metamorphosis •Modify •Imagination •Remake •Redo •Expectation •Evolve •Elevate •Rebuild</p>
Content Area(s)	Students are able to create their own background for their caterpillars.

STANDARDS/GOALS <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>	
Domain 1: Approaches to Learning	<p>Engages in pretend and imaginative play, putting theories to the test and putting imagination into action.</p> <p>Collaborates with peers and adults to find solutions to challenges.</p> <p>interested in learning how things work in the real world.</p>

Domain 2: Physical Development and Health	When moving in different spaces, demonstrates appropriate body awareness. Maintains equilibrium while sitting, standing, and moving.
Domain 3: Social and Emotional Development	Recognizes the spectrum of emotions he or she has and recognizes that these emotions can vary over time, as the environment changes, and in reaction to other people's conduct. Identifies different sorts of emotions and correlates them with various facial expressions, phrases, and behaviors. Assists another youngster or expresses concern when a peer is distressed.
Domain 4: Communication, Language, and Literacy	Makes decisions about how he wants to communicate his ideas Recognizes emotions in pictures and in the faces of peers and adults. Expresses thoughts using facial expressions, body language, gestures, and sign language.
Domain 5: Cognition and Knowledge of the World	Assumes the identity of something or someone else and seeks to communicate in a manner and tone that is appropriate for the situation. Takes part in teacher-led and/or unstructured dramatic play, such as playing out a tale. When watching theatre and drama, it exhibits age-appropriate behavior.

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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>I will survey them at the end of the activity asking them questions on the activity. What they learn, how can they share this with others and how does this activity make them feel.</p> <p>I will observe them through activities and writing about what I see as they work as a whole.</p>

Science Activity Plan

Designed by: Jennifer Ramirez

Curriculum Topic: Seasonal Transformation

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>Children finish the year by investigating how seasons change over time. This unit allows children to observe objects and patterns in their environment . This unit provides an opportunity for children to apply what they’ve learned in previous units and to help them plan for future transformation.</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 changes in seasons? -how can objects change? -What kind of change happens in nature? How can we understand change in time?</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table border="0"> <tr> <td>Visual Arts</td> <td>Music</td> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy Studies</td> <td>Mathematics</td> <td>Science</td> <td>Social</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy Studies	Mathematics	Science	Social
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Emergent Literacy Studies	Mathematics	Science	Social						
<p>LANGUAGE AND CONTENT OBJECTIVES</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> <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>Children in this age are still learning and going through the process of understanding change in the seasons throughout their everyday life and the year. They might think that change in the classroom and at home comes with the change in seasons which might confuse them. I plan to address this by creating activities that show them how change in the seasons comes with change in school and at home.</p>
<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>Children in this group will observe change in seasons that come with school and adapt to it. For example their learning styles come in different ways. Is what they find what fits them, language spoken, they speak what they are taught.</p>

^{2*} 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> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i></p>	<p><i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>Seed to Plant by Kristin Baird Rattini</p> <p>Plant life cycle pictures planting pot soil water sunflower seeds cherry tomatoes seeds</p>	<p>Move all the tables to be together in a whole class</p> <p>Have the choice to either take it home to put it on the bulletin board</p> <p>The Carpet area must be set up with bean bags and comfortable so the students can sit when we read</p>	<p>During parent teacher conference I will be able to show the parents what their kids know about the plant life cycle and how we compare that to seasonal transformation.</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>I would begin with all of us reading Seed to Plant by Kristin Baird Rattini. Throughout the pages I will be able to explain the transformation and change we see as a class. Afterwards I will ask them how they feel about it.</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>Get together and sit on the carpet for reading time. Once we are done we will all go to the table that will already be set up with the materials of our science activity. Children will sit on their assigned seat and wait for instruction. I will provide individual pictures of each part of the plant life cycle. Then invite children to sequence the pictures. Note their observations and understandings, and use this information to talk with them about each stage of the life cycle. Afterwards they will each receive their own planting pot, soil, and seed. First they will pour the soil into the pot then they will dig a hole in the middle in which the seed will go After that they will close the hole and pour water in that spot. They will move it to the window so the sun can hit it and it can grow.</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>What changes they see will happen in their plants that they saw in the plant life cycle pictures and sequence.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Keep taking notes on what occurs to their growing plant that they saw in the plant life cycle sequence activity.</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><i>Auditory and Interpersonal- Children will speak on how they feel about their plants and how change will make them feel as they see it grow.</i></p> <p><i>Visual- Children will think about how the plant life cycle is going to help their plant.</i></p> <p><i>Bodily-kinesthetic- Children will use their arms and body to show the class their plant life sequence</i></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>I will modify this activity for children who are bilingual by speaking to them in spanish. Translate what needs to be said.</p> <p>For children with special needs I will be patient with them and be there for them when they need clarification with the activity.</p> <p>For children who are slow learners I will encourage their classmates to help them so they won't feel left out.</p>

<p>GROWTH AND LEARNING</p> <p><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 activity encourages students to think deeply on how they feel about change and seasonal transformation.</p>
<p>Physical</p>	<p>This activity allows students to use their fine motors as they move the pictures in the sequence activity and plant their seeds.</p>
<p>Social/emotional</p>	<p>Social/emotional they connect with their classmates. They are able to understand and listen for each other when they speak about how seasonal transformation makes them feel.</p>
<p>Language/literacy</p>	<p>This will develop student's understanding of key vocabulary related to seasonal transformation.</p>

	<p>List 10-15 target vocabulary words: •Change •Metamorphosis •Modify •Imagination •Remake •Redo •Expectation •Evolve •Elevate •Rebuild</p>
Content Area(s)	<p>Students are able to sequence plant life cycles and plant their seeds based on what we went over.</p>

STANDARDS/GOALS <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>	
Domain 1: Approaches to Learning	<p>Engages in pretend and imaginative play, putting theories to the test and putting imagination into action. Collaborates with peers and adults to find solutions to challenges. interested in learning how things work in the real world.</p>
Domain 2: Physical Development and Health	<p>When moving in different spaces, demonstrates appropriate body awareness. Maintains equilibrium while sitting, standing, and moving.</p>
Domain 3: Social and Emotional Development	<p>Recognizes the spectrum of emotions he or she has and recognizes that these emotions can vary over time, as the environment changes, and in reaction to other people's conduct. Identifies different sorts of emotions and correlates them with various facial expressions, phrases, and behaviors. Assists another youngster or expresses concern when a peer is distressed.</p>
Domain 4: Communication, Language, and Literacy	<p>Makes decisions about how he wants to communicate his ideas Recognizes emotions in pictures and in the faces of peers and adults. Expresses thoughts using facial expressions, body language, gestures, and sign language.</p>

<p>Domain 5: Cognition and Knowledge of the World</p>	<p>Assumes the identity of something or someone else and seeks to communicate in a manner and tone that is appropriate for the situation. Takes part in teacher-led and/or unstructured dramatic play, such as playing out a tale. When watching theater and drama, it exhibits age-appropriate behavior.</p>
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<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>I will ask and observe them at the end of the activity asking them questions on the activity. What they learn, how can they share this with others and how does this activity make them feel.</p> <p>I will observe them through activities and writing about what I see as they work as a whole and individually.</p>

Social Studies Activity Plan

Designed by: Jennifer Ramirez

Curriculum Topic: Seasonal Transformation

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>Children finish the year by investigating how seasons change over time. This unit allows children to observe objects and patterns in their environment . This unit provides an opportunity for children to apply what they’ve learned in previous units and to help them plan for future transformation.</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 changes in seasons? -how can objects change? -What kind of change happens in nature? How can we understand change in time?</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table border="0"> <tr> <td>Visual Arts</td> <td>Music</td> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy Studies</td> <td>Mathematics</td> <td>Science</td> <td>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>									

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4-5 years</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>	<p>Children in this age are still learning and going through the process of understanding change in the seasons throughout their everyday life and the year.</p>
<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>They might think that change in the classroom and at home comes with the change in seasons which might confuse them. I plan to address this by creating activities that show them how change in the seasons comes with change in school and at home.</p>
<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?^{3*}</i></p>	<p>Children in this group will observe change in seasons that come with school and adapt to it. For example their learning styles come in different ways. Is what they find what fits them, language spoken, they speak what they are taught.</p>

^{3*} 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> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i></p>	<p><i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>I Used To Be Afraid by Laura Vaccaro Seeger</p> <p>White construction paper Markers Crayons Glitter Glue Wood stick Scissors Magazines</p>	<p>Move all the tables to be together in a whole class Have the choice to either take it home to put it on the bulletin board The Carpet area must be set up with bean bags and comfortable so the students can sit when we read</p>	<p>During the parent teacher conference the parents will be able to see their kids explain their book routine they have created in class.</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>I would begin by all of us reading I Used To Be Afraid by Laura Vaccaro Seeger. Throughout the pages I will be able to explain the transformation and change we see as a class. After I will ask them how they feel about it.</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>Get together and sit on the carpet for reading time. Once we are done we will all go to the table that will already be set up with the materials of our Social Studies activity. Students will sit on their assigned seat and wait for instruction. Each student will get a premade book that is empty, they will have the choice of a white book or colorful book after they will be able to create a title for their book and in the book they will make sentences of what they do throughout their day and will draw a picture of it. For example "I wake up at 7:00am in the morning. First I brush my teeth and face." than draw a picture of what that looks like to them</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>What changes they see happen in their day to day life. How does it help them and make them feel?</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Record their day to day routine throughout the year so at the end we can see progress.</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><i>Auditory and musical - They will be moving when they create their books and when they pick it up and raise it up to show us their work.</i></p> <p><i>Auditory and Interpersonal- The students will tell the whole class how the book makes them feel.</i></p> <p><i>Visual- The students will think about how they see their routine to put it in their books.</i></p> <p><i>Bodily-kinesthetic- Children will use their arms and body to show the class their work and to put their work together.</i></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>I will modify this activity for children who are bilingual by speaking to them in spanish. Translate what needs to be said.</p> <p>For children with special needs I will be patient with them and be there for them when they need clarification with the activity.</p> <p>For children who are slow learners I will encourage their classmates to help them so they won't feel left out.</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 activity encourages students to think deeply on how they feel about change and seasonal transformation.</p>
<p>Physical</p>	<p>This activity allows students to use their fine motors as they create their book.</p>

Social/emotional	Social/emotional they connect with their classmates. They are able to feel for each other when they speak about how seasonal transformation makes them feel.
Language/literacy	<p>This will develop student’s understanding of key vocabulary related to seasonal transformation.</p> <hr style="border-top: 1px dashed black;"/> <p>List 10-15 target vocabulary words: •Change •Metamorphosis •Modify •Imagination •Remake •Redo •Expectation •Evolve •Elevate •Rebuild</p>
Content Area(s)	Students are able to create their routine and own a book.

STANDARDS/GOALS What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond. Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity)?	
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Commentary

Describe topic of your Focused Curriculum

The age range I will be teaching is 4-5 years old. What is being taught is the students complete the year by looking at how seasons change over time. Children can use this course to observe objects and patterns in their surroundings. This lesson allows students to put what they've learned in prior units into practice while also assisting them in planning for future transformation.

Implementation of Activity Plans

The order in which I would do the activities throughout the week will be math first, social studies second and science last. Math first because it is important that the students know their numbers and also math takes time to understand for children ages 4-5 years old. Social studies second because it explores the students' real world situations, and science last because it allows them to observe more on their everyday life. What children will learn from activity 1 that may influence engagement in activity 2 would be that it is important to keep track of what seasonal transformation is and how it is shown in the activity. What children will learn from activity 2 that might influence engagement in activity 3 would be how seasonal transformation revolves around their day to day life.

Relationship of the Activity Plans

What these 3 activities have in common will be that they all demonstrate how seasonal transition influences their daily lives. Children in this group will notice and adapt to the changes in seasons that come with school. Their learning styles, for example, differ in a variety of ways. Is what they discover that suits them, and the language they speak is what they have been taught. I modify this activity for children who are bilingual by speaking to them in spanish. Translate what needs to be said. For children with special needs I will be patient with them and be there for them when they need clarification with the activity. For children who are slow learners I will encourage their classmates to help them so they won't feel left out.

Strategies and Connections

The instructional strategies and planned supports I will propose that are developmentally appropriate for the whole class, individuals and/or groups of children with special needs will be guidance and understanding in any way that I observe and see that the students need. Integrating the curriculum is critical to teaching and learning in young students because students must be

able to understand what they will learn by the end of the lesson and that activity must stick to them so that they can keep learning from it and use it in their next activity or in their life.

Assessment

At the conclusion of the exercise, I will inquire and observe them, asking them questions about the activity. What they learn, how they can share it with others, and how they feel after participating in this activity. As they work as a group and individually, I will observe them through activities and write about what I notice.

Conclusion

All in all this made me feel excited for how I will be teaching my lessons. I was able to learn the process of what it takes to base activities that fit a class that is diverse and that will suit each student individually. Although there is still more to learn. It was challenging in the sense of whether the students will enjoy it or will they get bored easily. This was definitely organized which made it simpler because I knew what I was teaching and what was my goal as an educator to teach and have that stick with the students.