

# Activity Plan

**Designed by: Kassandra Marin**  
**Curriculum Topic: Transportation**

OVERVIEW/FRAMING	
<b>TOPIC</b> <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>	Unit 5: Transportation This topic is developmentally and culturally appropriate for the group of learners for whom I am designing and will allow children to choose a vehicle they'd like to design and personalize it to their very own preference.
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	What kinds of transportation do I use and why? How are various modes of transportation similar and different? Who operates the vehicles in my community? How do we stay safe when using transportation? Tell me about your work. I notice that you _____. What are some other things you could add? I wonder what would happen if _____. How could you build ____? I wonder what would happen if ____? What will you do next? What do you think about ____? What does that remind you of? Tell me about your art. I notice that you _____. How did you do that? What will you try next? Why? How does this picture, painting, drawing, etc. make you feel? Why? What did you observe here/when ____? Tell me about this book. What do you like about this book? What is your favorite part of this book? Why? What do you notice? Does that remind you of anything? What? Would you recommend this book to a friend? Why or why not?

<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<b>Visual Arts</b> <b>Emergent Literacy</b>	Music Mathematics	Movement/Dance Science	Drama Social Studies
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<b>KNOWING THE LEARNERS<sup>1</sup></b>	
<b>AGE RANGE:</b>	
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	The current growth of learners in this age range are very curious learners and often tend to ask questions. As well seeking answers to those questions. This activity will assist questions they may have about a specific vehicle and have students working hand in hand creating a vehicle out of different materials while referring back to books, field trips, and other assignments related to the transportation curriculum plan.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Some misunderstandings children in this age might have about the topic is who exactly can drive these vehicles / I would plan to address this by observing my students while they are in the process of creating their vehicle and ask them questions like “Who can drive this vehicle?” for instance if one of my students is aiming to create and design a fire truck I’d add on by saying that firefighters usually drive this kind of vehicle.
<b>SOCIO-CULTURAL CONTEXT:</b> <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 of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date will get the chance to to engage and unravel new concepts. For example if there are students that do not speak English I’d provide alternatives and most importantly have some sort of translation given.

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity?</i>  <i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity?</i>  <i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>  <i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i>

<sup>1</sup>You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

	<p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	
<ul style="list-style-type: none"> <li>- Book: “Alphabeep’</li> <li>- Paint</li> <li>- Pencils</li> <li>- Crayons</li> <li>- Markers</li> <li>- Color pencils</li> <li>- Tape</li> <li>- Glue</li> <li>- Scissors</li> <li>- Tissue paper</li> <li>- Glitter</li> <li>- Paint brushes</li> <li>- Construction paper</li> <li>- Googly eyes</li> <li>- Feathers</li> <li>- Buttons</li> <li>- Yarn</li> <li>- Recycled items</li> <li>- Cardboard</li> </ul>	<ul style="list-style-type: none"> <li>- Transportation theme decorations around the classroom.</li> <li>- I might have to rearrange the classroom furniture, etc to accommodate the activity.</li> <li>- Have the material and supplies accessible and set out on each table.</li> <li>- Bulletin board will have students' artwork and writing from previous lessons in regards to our unit transportation. All for which lead up to our final activity. Overall goal to help gather all information throughout the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Have a class discussion ahead of time to go over the key terms and ideas that really stuck to them in regard to the books</li> <li>- Plan a field trip to the New York City Transit Museum</li> <li>- Plan a field trip to the Fire station</li> <li>- Plan a field trip to the Cradle Aviation Museum</li> <li>- Have students look at a school bus and really observe the different parts</li> <li>- Have school crossing guard visit our class and talk about what it is they do to keep us safe</li> <li>- Have students discuss in small groups</li> </ul>

<b>THE LEARNING EXPERIENCE</b>	<b>Multimodal Engagement</b>	<b>Differentiation</b>
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		<p><i>Identify and explain how this activity provides opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i></p>	<p><i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<ul style="list-style-type: none"> <li>- I'd firstly like to spark a effective conversation as a class and hear what the children already know in regards to transportation</li> <li>- Ask questions and have them ask questions</li> </ul>	<p>This activity provides opportunities for visual learners because they will be able to mentally plan out their creation and see for themselves the different kinds of vehicles that revolve around our environment.</p> <p>As wells, interpersonal in which they will be able to work with their peers and collaboratively discuss in terms of their creation.</p> <p>Kinesthetic in which they will use their gross motor skills to build a track and have their vehicles out and about.</p>	<p>I'd modify this activity for children with different learning styles and needs by assuring ahead of time I know my students on a deeper level in regards to their first language and what kind of special needs they may have so I can prepare a curriculum plan that accommodates those needs.          (i.e. A student with speech therapy may need extra assistance and constant reassurance and checkings that allow that student to feel comfortable and a welcoming sensation)</p> <p>I'd highly emphasize that there is no right or wrong way.</p>
<p><b>The activity</b>  <b><i>What will the children be doing?</i></b>  <i>List the procedure step-by-step.</i>  <i>What will you say or do to support their process?</i></p> <p><b><i>Remember:</i></b> <i>This should be a creative, experiential, and hands-on learning activity. The children should be <b>actively</b> engaged in learning through play and exploration.</i></p>	<ul style="list-style-type: none"> <li>- I'd read the book "Let's Explore! The Vehicles of the Town" in a calm energetic voice</li> <li>- After reading we'll discuss as a class the different kinds of vehicles presented in the book (as well vehicles that were not in the book but may have been on other books)</li> <li>- Discuss the different colors and shape the vehicles consisted of</li> <li>- Ask them questions related to the book ( i.e. What was your favorite part of the book? Which vehicle was your favorite and why? )</li> <li>- I will have them choose after reading the book what kind of vehicle they would like to create</li> <li>- What kind of supplies will they need to create their vehicle</li> </ul>		

	<ul style="list-style-type: none"> <li>- Present to them different ways and actual examples of how their vehicle can look</li> <li>- Go over key vocabulary in regards to transportation</li> <li>- Have students discuss in groups the kind of vehicle they choose and how they plan on creating it</li> </ul>		<p>Complement my students' activity and ideas.</p> <p>Challenge my students and accommodate their curiosity.</p>
<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	<ul style="list-style-type: none"> <li>- Once everyone has finished their vehicle we will gather together and create a reasonable size road together</li> <li>- Discuss as a class what we've learned throughout this curriculum plan</li> <li>- Explain why they chose the vehicle they did</li> <li>- Play together to better understand the different kinds of vehicles</li> </ul>		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	<ul style="list-style-type: none"> <li>- Have a day where students will be able to present their masterpiece to their families</li> </ul>		

<b>GROWTH AND LEARNING</b>  <i>How will this learning experience support the children's growth and learning in the following domains?</i> <i>Use your knowledge of child development and milestones and the theories of child development you have studied.</i>	
<b>Cognitive/thinking</b>	Children will be able to engage in preoperational thoughts meaning they can use images and words to refer to objects. Undergo rapid advances in the thinking process. As well come up with questions and develop an understanding of the problem solving where they can discuss possible solutions to a problem.
<b>Physical</b>	Children will go on a field trip to the NYC Transit Museum and get the chance to look at different kinds of vehicles up close.

<b>Social/emotional</b>	Pre-k students at this age are able to express their emotions and will be able to turn and talk with their classmates about their creation.
<b>Language/literacy</b>	<p>Students will be able to write about their experience or create a short story/vehicle for their. Speed limit, conductor, transportation, Metro card, vehicle, wheelchair, safety, crossing guard, traffic light, traffic sign, traffic jam...</p> <hr/> <p><b>List 5-10 target vocabulary words</b>  <i>(Remember: These should be <b>challenging</b> vocabulary words, not common words that the children should already know. You want to <b>increase</b> their vocabulary.)</i></p>
<b>Creative Arts</b>	Students will be able to access art material needed to create their own vehicle.

<b>STANDARDS/GOALS<sup>2</sup></b> <i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity?  Be specific—choose those standards that are <b>actually targeted</b> 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>Creativity and Imagination:</p> <p>1.3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</p> <p>a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</p> <p>b) Identifies additional materials to complete a task.</p> <p>e) Seeks out connections, relations and assistance from peers and adults to complete a task.</p> <p>1.4. Curiosity and initiative:</p> <p>Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</p> <p>a) Asks questions using who, what, how, why, when, where, what if.</p> <p>b) Expresses an interest in learning about and discussing a growing range of ideas.</p> <p>c) Actively explores how things in the world work.</p> <p>f) Seeks out activities and materials that support his/her curiosity.</p> <p>1.5. Persistence:</p> <p>Demonstrates persistence.</p> <p>a) Maintains focus on a task.</p> <p>b) Seeks assistance when the next step seems unclear or appears too difficult.</p>

<sup>2</sup>Refer to the “Pre-K Common Core Learning Standards and Domains for Learning” located on Blackboard in the Assignment materials to identify **Learning** Standards that you will list above.

	c) Modifies strategies used to complete a task.
Domain 2: Physical Development and Health	<p>2.1. Physical Development: Uses senses to assist and guide learning.</p> <p>a) Identifies sights, smells, sounds, tastes and textures. b) Compares and contrasts different sights, smells, sounds, tastes, and textures. c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p> <p>2.5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</p> <p>2.7. Health and wellbeing Demonstrates personal care and hygiene skills. b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.</p> <p>2.9 Health and Safety Demonstrates awareness and understanding of safety rules. a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street. d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt). e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc. f) Explains how to get help in emergency situations.</p>
Domain 3: Social and Emotional Development	<p>3.3. Relationships with others Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults). a) Interacts with significant adults. b) Seeks guidance from primary caregivers, teachers and other familiar adults.</p> <p>3.4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.). c) Shares materials and toys with other children. d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.</p>
Domain 4: Communication, Language, and Literacy	<p>4.1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions.</p>

	<p>c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).</p> <p>d) Initiates conversations, both verbally and nonverbally, about things around them.</p> <p>e) Nods or gives non verbal cues that he is understanding.</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>4.2. Demonstrates he/she is building background knowledge.</p> <p>a) Asks questions related to a particular item, event or experience.</p> <p>b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.</p> <p>c) Uses new vocabulary correctly.</p> <p>d) Makes comparisons to words and concepts already known.</p>
<p>Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)</p>	<p>Math</p> <p>1.6. Physical Properties: Acquires knowledge about the physical properties of the world.</p> <p>b) Uses senses to explore different environments (classroom, playground, field trips).</p> <p>Science</p> <p>1.1 Geography: g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).</p> <p>h) Recognizes some community workers and describes what they do.</p> <p>1.3. Demonstrates knowledge of the relationship between people, places, and regions.</p> <p>b) Names the street, neighborhood, city or and town where he/she lives.</p> <p>c) Uses words that indicate direction, position and relative distance.</p> <p>d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).</p>



AUTHENTIC ASSESSMENT	
1. <i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	I will determine whether the children are getting the big idea by observing them while they are in the process of completing the activity which consists of them creating their own vehicle. In addition, observing and careful listening to what the children are expressing to each other.
2. <i>What evidence will you gather to assess each child's developmental progress?</i>	
3. <i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i>	

POST-ACTIVITY REFLECTION <sup>3</sup>	
1. <i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i>	<p>Some aspects of this activity that I think will be successful in supporting children's growth and learning is a grand understanding of this unit in regards to transportation. Understanding the different kinds of vehicles. How these vehicles are similar and different. Who operates these vehicles and relates it to their community. How to stay safe using these various modes of transportation.</p> <p>Some surprises there might be is the curiosity children have. The questions children may have are extremely important. Curiosity indeed allows them to explore and expand their knowledge as early learners</p> <p>Challenges that may come up may involve social development. It may be difficult for some students to express their thoughts.</p> <p>I'd modify this activity by asking my students questions for example, if you had more time to work on this activity what would you like to add on? What would you do differently next time?</p>
2. <i>What surprises might there be?</i>	
3. <i>What challenges do you envision in implementing this activity?</i>	
4. <i>How might you modify this activity the next time to make it more successful?</i>	

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<sup>3</sup> You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.

