

Activity Plan

Designed by: Kassandra Marin
Curriculum Topic: Holidays/Festival

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>The topic of this activity is developmentally and culturally appropriate for the group of learners for whom I am designing it for in which as teachers we set up goals for the children. As well take into consideration the different cultures. A student that is Monolingual who needs extra assistance on developing their gross motor skills will get the opportunity to work hand-on-hand experiences. Specifically amongst 8 students 2 who speak spanish, 4 who are Ecuadorian and Honduran descent, 1 who is chinese descent, and 3 who only speak english only. Key point as a teacher we are to familiarize ourselves with our students' family traditions, religious beliefs, community, and values.</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 is the Day of the Dead? When is the Day of the Dead? Is it a sad day? What are marigolds? What do marigolds look like? Why are marigolds important on this holiday? How many seeds do we need? What are the different parts of the flowers? What will we need to plant the marigolds?</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

KNOWING THE LEARNERS	
AGE RANGE: 4.0-4.5	
CURRENT DEVELOPMENT:	<p>The current growth of learners in this age range are ages 4.0-4.5. They are very curious learners and often tend to ask questions. As well seeking answers to those questions.</p>

<i>What do you know about the current growth of learners in this age range for the content focus?</i>	This activity will assist questions they may have about the Day of the Dead and have students working hand in hand with different materials and will be able to plant their very own marigold.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Some misconceptions can be that children may assume these spirits are actually ghosts following the marigold pathway. That our dead loved ones will come back to life.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?^{1*}</i>	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. We must also consider children with special needs, speech, those in the NEST program, ESL, etc.

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"> - Plastic pots - Soil - Marigold seeds - Paint - Paint brushes 	<ul style="list-style-type: none"> - Day of the Dead theme decorations around the classroom. - Have the material and supplies accessible and set out on each table. - Bulletin board will have students' artwork and writing from previous lessons in regards to our unit. All for which lead up to our final activity. 	<ul style="list-style-type: none"> - Have a class discussion ahead of time to go over the key terms and ideas that really stuck to them - Go over safety rules

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

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THE LEARNING EXPERIENCE	
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>Introduce the students to the day of the dead and how we remember our loved ones on this day. This holiday is celebrated every year from November 1-November 2nd. People prepare by baking special foods such as sweet bread made especially on this day, sugar skulls, marigolds, and gathering favorite foods of their loved ones. Marigolds are vibrant orange colors with a unique smell. It is believed that marigolds guide our loved ones/spirits on their journey from the dead to the land of the living. My activity consists of students planting their very own marigold plant and will ultimately be able to work hand-on-hand through the planting process and obtain new knowledge.</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>Step 1- Design the pots Step 2- Fill the pot with soil ½ Step 3- Plant 2 or 3 seeds Step 4- Water the plants Step 5- Cover the top of the pot with plastic wrap Step 6- Place the pot near the window so the sun can beam onto the pot</p> <p>As a class we will go over the Marigold Life cycle and key terms in which they will know the correct name of parts of the plants such as stem, roots, and seed etc.</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>This activity incorporates multiple disciplines that promote learning experiences that encourage children to explore, question, and discover. Science allows children to discover about the world around them. As well present interest in wanting to learn and know about something. knowledge that can be gained through systematic observation and experimentation on the real world</p>

Possible Extensions <i>What could you do on another day to build on this activity?</i>	Visit a Day of the Dead festival Visit a garden
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>	Kinesthetic- Hands on, sense of touch, Linguistic- Students can talk to their classmates and share thoughts Visual/spatial- Students will physically see Auditory- Students will be given instructions to follow in order to complete the activity and will be given the chance to talk on the knowledge they've obtained
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	For example if there are students that do not speak English I'd provide alternatives and most importantly have some sort of translation given. We must also consider children with special needs, speech, those in the NEST program, ESL, etc. Those with speech may need extra attention and may need help to have them engage however you must approach them in a way they do not feel as though we are invading their territory.

<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	a) Uses senses to gather, explore, and interpret information. c) Makes observations and describes changes in objects, living things, and natural events in the environment. e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation. b) Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying

	<p>glass to examine)</p> <p>c) Explains why plants and animals need water and food.</p> <p>g) Describes simple life cycles of plants and animals.</p> <p>h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)</p>
Physical	<p>a) Identifies sights, smells, sounds, tastes and textures.</p> <p>b) Exhibits appropriate body movements when carrying out a task.</p> <p>b) Demonstrates ability to engage in finger plays.</p>
Social/emotional	<p>c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).</p> <p>f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</p> <p>b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad)</p> <p>b) Interacts with other children</p> <p>a) Interacts with significant adults.</p> <p>c) Uses materials purposefully, safely and respectfully as set by group rules.</p>
Language/literacy	<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>f) Maintains eye contact when trying to interact with a peer or adult.</p> <p>a) Uses vocabulary relevant to observations.</p> <p>d) Makes inferences and draws conclusions based on information from visual text.</p>

Domain 3: Social and Emotional Development	<p>PK.SEL.1. Regulates responses to needs, feelings and events</p> <p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p>PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults</p> <p>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions</p> <p>PK.SEL.6. Understands and follows routines and rules</p>
Domain 4: Communication, Language, and Literacy	<p>PK.AC.1. Demonstrates motivation to communicate</p> <p>PK.AC.2. Demonstrates they are building background knowledge</p> <p>PK.AC.3 Demonstrates understanding of what is observed</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary</p>
Domain 5: Cognition and Knowledge of the World	<p>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive</p> <p>PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p>

AUTHENTIC ASSESSMENT

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

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

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

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

I will determine whether the children are getting the big idea by assisting and observing them while they are in the process of completing the activity. As well paying close attention to the comments they are saying and questions they are asking. The activity plan Holiday/Festival theme will focus on The Day of the Dead. It will also open doors to familiarizing Science related concepts. Being that students will plant their own marigold which in particular is related to our unit Holidays/Festivals as well symbolize a path for our loved ones on the Day of the Dead they will get the opportunity to deepen their understanding on the life cycle, create hypothesis, observe the different stages, and develop new vocabulary.