

Activity Plan

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Curriculum Topic: Holidays/Celebrations

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>		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. 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. Key point as a teacher we are to familiarize ourselves with our students' family traditions, religious beliefs, community, and values. The activity plan Holiday/Festival theme will focus on The Day of the Dead. Being that 2 of my students are dual language learners and are beginning to learn to speak both Spanish and English I will continuously check up on them one on one. Another student that is Monolingual who needs extra assistance on developing their gross motor skills will have the chance to dance while listening to soothing music in the movie COCO which will be watched in class.		
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 is the Day of the Dead? When is the Day of the Dead? How is it celebrated? What foods do you eat on this day? Why do we become skeletons? What kinds of traditions? What are altars? What are sugar skulls? Who celebrates this holiday?		
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>		Visual Arts	Music	Movement/Dance
		Emergent Literacy	Mathematics	Science
				Drama
				Social Studies
KNOWING THE LEARNERS				
AGE RANGE: 4.0-4.5				

<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>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. This activity will assist questions they may have about the Day of the Dead and obtain new factual information. Students working hand in hand with different materials.</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>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. Or that the day of the dead is scary or similar to halloween. Or that this holiday is a sad day but is indeed the day we remember our loved ones.</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?^{1*}</i></p>	<p>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. Ultimately ensuring to implement different customs between home and school context.</p>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
<p>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></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>
<ul style="list-style-type: none"> - Movie: COCO - Glitter - Tissue paper - Crayons - Color pencils - Glue - COCO soundtrack 	<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 from the movie: COCO - Relate those thought to real life factual connections

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

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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>I will 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.</p> <p>I will create a Day of the Dead theme Lapbook that will finalize what we've learned in class. In a sense it will wrap up the end of this unit. In the lapbook will be pictures that strongly symbolize what exactly takes place on this day and students will color in the pictures. Alongside will be a simple short summary explaining what these pictures symbolize.</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>Firstly we will watch COCO as a class.</p> <p>Next, use what we saw from COCO to explain to students a very simple short summary for instance: Day of the Dead/Dia de los Muertos (have students repeat in both English and Spanish) we celebrate our family members that have died. Question: Who remembers the decorations Miguel's family used? What did you see? Answer- Picture frames, lots of flowers, food, candles...</p> <p>Next, provide students with a Day of the Dead Lapbook and students will color in the day of the dead photos and alongside each picture will be a brief description for instance: Students will color in the sugar skull and alongside it will say sugar skulls are made out of sugar and taste like candy! Candles and alongside it will say candles give light so our loved ones can visit! Children with their face painted as skeletons and alongside it will say people paint their face as skeletons to represent their loved ones. Pan de Muertos and alongside it will say Pan de Muertos is sweet bread that you eat on this special holiday! In the center of the lapbook will be a blank skull shape that students will get to decorate using : Glitter, Tissue paper, Crayons, Color pencils, Glue etc. Lastly, students will get the chance to listen to the COCO soundtrack and have time for movement and allow students to move around/dance for a bit to get into the spirit of this wonderful holiday!</p>
<p>Reflection</p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>This activity incorporates multiple disciplines that promote learning experiences that encourage children to explore, question, and discover. Social Studies allows children to understand how people relate to others, their environment, and the world. Gather understanding of history, traditions, and culture. As well encourages individual identity and explore language etc.</p> <p>As the activity wraps up I will have us gather together and have the students explain what they enjoyed most and I will ask them questions pertaining to our holiday theme. As well as discuss as a</p>

	class what we've learned referring to the social studies activity. See what exactly they got from the social studies activity and what they did not.
Possible Extensions <i>What could you do on another day to build on this activity?</i>	If I were to have another day to build on this activity I'd have a Day of the Dead theme feast and involve parents and invite them to bring in their special Day of the Dead dishes.
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- in which students will work on hand on hand activity Visual- in which they will physically see the activity and watch a movie Linguistic- in which they can talk to their classmates and share thoughts.
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	Cognitive in which children will think deeper about holidays/celebrations. They will explore and learn new information on The Day of the Dead. They will be curious and have questions about this holiday and how it is celebrated.

Physical	Physical in which children will have time for movement in which they will listen to holiday related music and dance which promotes gross motor skills. Use material like scissors, glitter, crayons in which they will be using their eyes, hands, and fingers.
Social/emotional	Social/ emotional in which children will develop friendships. As well express their thoughts and ideas. Dealing with holidays alot of the times families celebrate through dances, traditions, music etc. Therefore students will engage with each other and if its a holiday they are notn familiar with it will open doors to new experiences.
Language/literacy	<p>Language/Literacy in which children will learn in both english and spanish. They will begin to develop reading skills. Students will share, create stories, sing, collect knowledge.</p> <hr/> <p>List 10-15 target vocabulary words: Culture, Mexico, Traditions, Family, Dead, Spanish, Pan de muertos, Sugar skulls, Picture frames, Marigolds, Path,</p>
Content Area(s)	<p>Social studies</p> <p>Movement</p> <p>Music</p> <p>Art</p> <p>Literacy</p>

<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>	
Domain 1: Approaches to Learning	<p>PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p>d. Seeks additional clarity to further understanding</p> <p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences:</p> <p>a. Asks questions using who, what, how, why, when, where, what if</p> <p>c. Actively explores how things in the world work</p> <p>PK.AL.5. Demonstrates persistence.</p>

	<ul style="list-style-type: none"> a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult
Domain 2: Physical Development and Health	<p>PK.PDH.2. Uses sensory information to plan and carry out movements</p> <p>PK.PDH.3. Demonstrates coordination and control of large muscles</p> <p>PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills</p> <ul style="list-style-type: none"> a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)
Domain 3: Social and Emotional Development	<p>PK.SEL.1. Regulates responses to needs, feelings and events</p> <ul style="list-style-type: none"> a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation <p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <ul style="list-style-type: none"> b. Identifies self as being part of a family and identifies being connected to at least one significant adult c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) g. Exhibits confidence and pride in home language and culture <p>PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary</p>

	<p>caregivers, teachers, and other familiar adults)</p> <p>PK.SEL.4. Develops positive relationships with their peers</p> <p>b. Interacts with other children (e.g., in play, conversation, etc.)</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>a. Participates in small or large group activities</p> <p>b. Asks questions</p> <p>PK.AC.2. Demonstrates they are building background knowledge</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary</p> <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p>
Domain 5: Cognition and Knowledge of the World	<p>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> <p>PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures</p> <p>a. Talks about and/or shows items related to cultural traditions . [E.g. Describes some of the dances, foods, and special events related to culture</p> <p>b. Describes own community and/or cultural group</p>

	PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities
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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 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 Social Studies related concepts. Students will work on a lapbook that will give them the opportunity to gather all that we have learned in this unit. It will go in depth using symbols and explanations that go along. Watch a super fun movie related to The Day of the Dead and go into movement so they can really get into the holiday spirit!</p>

