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ECE 312-1700

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Learning Experience Unit Commentary

Based on the activity plans that you completed for Math, Science, and Social Studies, answer the following questions:

1. In what order would you do the activities throughout the week? Why?

The order I would do the activities throughout the week: Math, Science, Social studies. I would do Math first because we will read the book: The Day Of The Dead by Bob Barner which will introduce the overall holiday Day of The Dead. Next, will be Science which will focus on Marigolds. 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. Last, will be Social Students because it will consist of a lapbook in which it will ultimately wrap out this unit.

2. What could children learn from Activity 1 that might influence engagement in Activity 2? In Activity 1 children will learn about

Children will be introduced to The Day of The Dead and deal with math concepts such as adding, subtracting, and counting. Work with M&M's and skeletons which symbolize life after death. They've already developed curiosity. The science activity is then to pick up and use mathematical concepts to assist us in the Science activity in which we will plant our own marigolds. Students will learn about measurements.

3. What do these two activities have in common?

These two activities both have mathematical concepts involved. Both will cause students to become curious and develop questions. They will work hand on hand to discover and explore!

4. How are the activities you propose supported by **what you know about development** for children this age?

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. Students will want to work hand in hand with different materials. Development ranging from Cognitive/Thinking, Physical, Social/Emotional, and Language/Literacy. 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. Social/ emotional in which children will develop friendships. As well express their thoughts and ideas. Dealing with holidays a lot of the times families celebrate through dances, traditions, music etc.

5. How are the activities you propose informed by your knowledge of the **sociocultural background** of the children in the class?

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 of Chinese descent, and 3 who only speak english. Connect to prior knowledge in which Can they discuss holidays they celebrate and reasons as to why they celebrate it? What do they do on that exact day? What kind of foods do they eat? Who do they celebrate with? To have a successful connected/integrated effective curriculum we need to remember that sometimes for children it's easier when they are able to build on something they already know. Key point as a teacher we are to familiarize ourselves with our students' family traditions, religious beliefs, community, and values.

6. Why are the instructional strategies and planned supports you propose **developmentally appropriate** for the whole class, individuals and/or groups of children with special needs?

Instructional strategies and plans support students with special needs. 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. There are students with special needs. Two students are dual language learners in which they are learning how to speak both English and Spanish. As well one monolingual student who needs to focus on developing gross motor skills.

I'd provide alternatives and most importantly have some sort of translation given. As for assisting one of our students with their gross motor development Id most definitely implement an activity that encourages body movement for instance dancing.

7. How could you see **this** Learning Experience Unit that you created fitting in with the Focused Curriculum (as described in the syllabus)?

I could see this Learning Experience Unit fitting in with the Focused Curriculum because ultimately creating a curriculum plan for a class requires us as teachers to know much deeper about our students and being aware of extra assistance they may need. Knowing our students will allow us to create an effective plan.

8. What **evidence** will you gather (authentic assessment) to make ssense of what the children have learned from your Learning Experience Unit?

Evidence that I will gather to make sense of what the children have learned from my Learning Experience Unit is to ultimately understand each student. Evidence such as observations. Consistent well detailed observations will allow us to pick on progress, improvement, specific areas a child may need extra help on...