

Activity Plan

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Curriculum Topic: Holidays and Festivals {Christmas Number Tracking}

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>	This activity is developmentally appropriate because children are able to count backwards and forwards, learning how the number looks like by memorizing. Children are also able to know the colors they choose. This activity is culturally appropriate for children because they are able to communicate with their pairs, ask questions, have group activity, and interact with each other.			
	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>			
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:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	This current growth age range is about 4.0-4.5. Children around this age range are very curious learners and would always often tend to ask a lot of questions. They are very curious about their surroundings and environment. Some of the children already know their numbers 0-10 and their A, B, C. They start to want to speak in full sentences, learning how to use their five senses, and use a lot of their imagination.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Some misunderstanding might children in this age range about this topic is they might think holidays and Festivals is that, since I am only teaching Christmas for this topic. Children might think that's the only holiday we celebrate. But there are many festivals and holidays we celebrate.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	Children will be able to learn different types of patterns such as when we color the lights red, blue, green the children will be able to know what color goes next. They will also be able to count how many days are left before Christmas, and how many we have color in.

<i>backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	In this group of children in terms of cultural background, learning styles, language spoken, and learning experiences to date will get the chance for the children to engage with each other 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 (English as a second or foreign language), etc.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
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>	LEARNING ENVIRONMENT <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>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
Books: <ul style="list-style-type: none"> • "Pete the cat's 12 Groovy Days of Christmas " By: James Dean & Kimberly Dean • "The Colors of Christmas" By: Jill Howarth • "Santa's Countdown to Christmas: 24 Days of stories " By: Kim Illustrator: Elodie Duhambeau Materials: <ul style="list-style-type: none"> • Paper • Makers • Decoration 	<ol style="list-style-type: none"> 1. One modification I will need to make the classroom to support this activity. In rug time I will provide music number 1,2,3 song. Have some activity that would provide them to know how to write the number, such as making them trace the number with clay. 2. I will have a bulletin board with numbers, to reminds the children everyday how to count their numbers. 	<ol style="list-style-type: none"> 1. I would provide all the parents to bring a picture of their family and in class we will count how many family members they have and put it in a snow glove.

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

<ul style="list-style-type: none">• Glitter		
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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>Before I start reading the book “Pete the cat’s 12 Groovy Days of Christmas” By James Dean & Kimberly Dean. I would ask them question what do they know about Christmas? how the weather in Christmas? What is the color you see? After gathering some information from the children, I will explain to them that today we will make a Christmas tree</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>	<ol style="list-style-type: none"> 1. I would read the book to the children “Pete the cat’s 12 Groovy Days of Christmas” By James Dean & Kimberly Dean. I would ask some questions to the children while we are reading along. 2. I will tell the children “One, two, three eyes on me (clap, Clap, Clap) Today we will be in the round table. I will be calling out your name one by one.” We will have some materials in the table ready for them to start the activity. I will watch them walking tours the round table. 3. “Okay! My children can you guess what we will be doing today!” (Children will start shouting out their answer) Toady we will be making a Christmas number tracker!” Before we do anything else, I will explain to the children how to start it off. 4. There would be 12 days before Christmas we will start off by the 12, we will start coloring with the color green then blue and then red. Children will be able to see the pattern that’s going on.
<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>When the activity is complete, everyone will go back to their tabled I will have some templets that have the number 12 and some clay. Children will try their very best to make the number 12 I will be walking around the class to see how the children are doing.</p>

Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>I would provide children with music, every time we would go for rug time, I would put on music for children can be ready and be active for the rest of the day and feel joy. Some of the song I would provide is “counting 1-10 song Number songs for children The singing Walrus” https://www.youtube.com/watch?v=DR-cfDsHCGA for children can be able to memorize how to count every day.</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>This activity offers the children have the opportunity to use at least three different learning such as, Visual children would see how to write the number 1-10, Musical children would be able to make movement where, when children would listen to the song, they will be able to show their figures when the music is playing. They would also be able to have kinesthetic where they will be aware of their partner if they sound the right number from there figure.</p> <p>Linguistic: In this activity it gives a chance for the children to communicate with each other and ask questions.</p> <p>Visual/ Spatial: Children have the idea of each classmate of their culture background by listening and seeing how each child celebrate different holidays.</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>I will provide different materials for children with special need for example I would have some tool/toys for children to be able to interact with them and know what number it is by asking some question such as do you what this number is? How many toys do we have here?</p> <p>For those children that have emergent bilingual or ESL, I will have images and translated in their own native language to make it easier for them. It is a way for the children to feel included in the activity.</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	<p>This Activity encourages children to problem solve, by counting with their figures how many days left for Christmas.</p>

Physical	It helps the children with their physical to develop new skills such as showing their figures while counting at the same time.
Social/emotional	This activity support social and emotional growth because they are able to build strong relationship with their classmates by communicating with each other and showing their emotions about numbers.
Language/literacy	<p>In this activity children develop new understanding of key vocabulary words.</p> <p>List 10-15 target vocabulary words:</p> <ol style="list-style-type: none"> 1. Christmas 2. Number words for example 1,2 ,3... 3. Decoration 4. Christmas tree 5. All the Christmas color, green, red, blue 6. Family 7. Mother 8. Sister 9. Brother 10. Father
Content Area(s)	Children will be able to have a good relationship with their peers, with communication, having eye contacts, and building new vocabulary.

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?)*

Domain 1: Approaches to Learning	<p>PK.AL.2</p> <ol style="list-style-type: none"> a. Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem c. Communicates more than one solution to a problem <p>Pk.AL.4</p> <ol style="list-style-type: none"> d. Actively explores how things in the world works e. Takes objects and materials apart and attempts to reassemble them <p>Pk.AL.5</p>
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	<ul style="list-style-type: none"> a. Maintains focus on a task b. Modifies strategies used to complete a task
Domain 2: Physical Development and Health	<p>PK.PDH.3. Indicators:</p> <ul style="list-style-type: none"> c. Maintains balance during sitting, standing, and movement activity <p>PK.PDH.5.</p> <ul style="list-style-type: none"> a. Demonstrates ability to use fine motor skills b. Use clay
Domain 3: Social and Emotional Development	<p>PK.SEL.1</p> <ul style="list-style-type: none"> c. Demonstrates an ability to independently modify behavior in different situation <p>PK.SEL.2</p> <ul style="list-style-type: none"> d. Demonstrates knowledge of won uniqueness (talent, interests, culture, etc.) e. Identifies the range of feeling one experiences over time and that feeling can change <p>PK.SEL.4</p> <ul style="list-style-type: none"> b. Interacts with other children c. shares materials and toys with other children e. Develops friendship with one or more peers <p>PK.SEL.6</p> <ul style="list-style-type: none"> a. Displays an understanding of the purpose of rules
Domain 4: Communication, Language, and Literacy	<p>PK.AC.1</p> <ul style="list-style-type: none"> a. Participates in small or large group activities for storytelling, singing or fingers plays b. Asks questions c. Listens attentively for a variety of purposes <p>PK.AC.2</p> <ul style="list-style-type: none"> a. Asks questions related to an items, events or experience b. Correctly identifies meanings of words in read-aloud, in conversation, and in descriptions of everyday items in the world around them <p>PK.AC.3</p>

	<ul style="list-style-type: none"> a. Uses vocabulary relevant to observations
Domain 5: Cognition and Knowledge of the World	PK.MATH.2 <ul style="list-style-type: none"> a. Represents a number of objects (0-5), with a writing numeral 0-5 PK.SCI.8 <ul style="list-style-type: none"> b. Uses vocabulary to describe weather conditions and the impact of weather PK.SOC.3 <ul style="list-style-type: none"> a. Recognizes community workers and their roles and responsibilities.

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 would gather evidence to assess each child to developmental progress, is by observing each child if they were able to understand the assignment, if the child was able to learn, if children were able to enjoy and have good friendships.</p> <p>I will determine whether or not individual children are getting the Big Ideas if the child was able to engage with the activity and be part of it and being able to understand. I will be walking around the classroom observing each child.</p> <p>I will provide some templets of number and some clay for children to have the idea how to write the number out. They will trace the play with there figures and would saying the number out loud</p>

